

SCRIBNER SOCIAL STUDIES SERIES

# BUILDING OUR WORLD



DIRECTOR OF CURRICULUM

JAN 16 1951

Ex LIBRIS  
UNIVERSITATIS  
ALBERTAENSIS





A.  
Fw. MCL.  
S.



Digitized by the Internet Archive  
in 2018 with funding from  
University of Alberta Libraries

<https://archive.org/details/buildingourworld00moor>

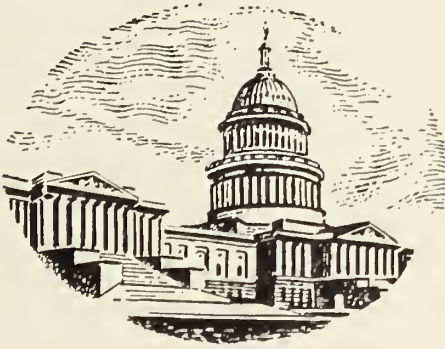
SCRIBNER SOCIAL STUDIES SERIES

# BUILDING OUR WORLD

CLYDE B. MOORE : HELEN M. CARPENTER

GERTRUDE M. LEWIS : FRED B. PAINTER

*Drawings by* JOHN C. WONSETLER



CHARLES SCRIBNER'S SONS

NEW YORK : CHICAGO : ATLANTA

SAN FRANCISCO : DALLAS

COPYRIGHT, 1948, BY  
CHARLES SCRIBNER'S SONS

---

Printed in the United States of America

*All rights reserved. No part of this book  
may be reproduced in any form without  
the permission of Charles Scribner's Sons*

B



LIBRARY  
UNIVERSITY OF ALBERTA

## TO THE TEACHER

*Building Our World* is the dynamic story of the peoples who have wielded a pronounced influence upon the growth and development of our American civilization. It presents vivid backgrounds of other cultures, past and present, and then traces the lines of social forces which have made our country great.

One important purpose of this book is to develop the pupil's understanding of the ways in which people learn to cooperate for the common good. Such a purpose is made significant through tracing our historical backgrounds in relation to geographical factors, and in tracing the western movements of European culture. The developing strategic position of the United States in world affairs is revealed through a meaningful treatment of our relationships to European influences, to peoples beyond the Pacific, to Canada, Mexico and South America.

There is a definite plan throughout the book to assist each individual to assimilate his experiences, both vicariously and directly, to the end that he will gain wholesome and satisfactory growth and development. The democratic ideal persists in all discussions. Pupils are aided in recognizing cultural parallels and in making constructive comparisons. This book is dedicated to American ideals, with a rich array of historical and geographical facts which have contributed to our way of life.

Special emphasis is given to a consideration of the supreme worth of the individual in a democracy, in contrast to the individual's subservient position in a totalitarian state. Throughout the book there has been sincere concern that each pupil may comprehend something of the rich heritage of his American culture and realize his responsibility for maintaining our American way of life.

The historical background is clearly presented in simple language which can be comprehended readily by pupils of the grade for which the book is intended. Great care has been taken to make the book easy reading and at the same time to insure accuracy, wise selection of materials and the coordination of themes leading to a rich offering in the social studies. The carefully selected illustrations are closely related to the textual material, and the legends are prepared in a way that will be mean-

ingful to the pupil. The well-chosen pictures and the vivid descriptions in the text transport the pupil in his imagination to faraway places and distant times. The maps are new and were specially prepared to fit the text. They have been kept simple in form, in order to avoid confusing the child as he studies the location of important places and events which have played a part in the background of his own environment.

The materials included in the book are so arranged that the teacher may adapt them, in any way she may choose, to local and state courses of study. Interesting and appropriate activities and exercises are provided. These may be used, as desired, in the work of any type of classroom organization. Pupils' abilities to understand, interpret, and use social-studies materials are carefully developed through the related work activities included in *Building Our World*. This program is one of the valuable features of the book.

*Building Our World* is more comprehensive than most books in this field and is therefore admirably adapted for use as a basic text. For purposes of enriching the course, there are numerous supplementary references, directions and suggestions for wider study. Particular care has been taken to encourage pupils and teachers to utilize supplementary materials—from encyclopedias to recordings of typical folk songs and dances. Useful suggestions are given for inviting people of different nationalities to cooperate with pupils in securing a better understanding of America in relation to the rest of the world.

The ease with which the materials can be read, the supplementary illustrations, usable maps, appropriate activities geared to the interest of elementary school pupils, and the simplicity of the vocabulary, all help to create in the pupil an interest in—perhaps even a zest for—the study of this subject.

Many pupils, teachers and parents have contributed in one way or another to this work. A special word of thanks, however, is due Mr. John Delaney and Mr. Allan S. Hurlburt for their helpfulness.

THE AUTHORS



# *CONTENTS*

## *UNIT I. THE BEGINNING OF CIVILIZATION ON THREE CONTINENTS*

	PAGE
1. Early Man and How He Lived	1
2. The Nile Valley	18
3. Moses, the Leader of the Jewish People	32
4. Land of Two Rivers—Mesopotamia	35
5. The Phoenicians	48
6. The Holy Land	55
7. The Westward Movement of Civilization	60

## *UNIT II. GLORIES OF GREECE*

1. The Dawn of Greek History	67
2. Greek City-States	72
3. Athens and Sparta	79
4. Life among the Greeks	92
5. Plays and Amusements in Greece	103
6. Greek Warriors against the World	112
7. Alexander the Great and His Ambitions	117

## *UNIT III. FROM ANCIENT ROME TO MODERN ITALY*

1. Pioneer Days in Rome	121
2. Life under the Roman Republic	131
3. From the Roman Republic to the Roman Empire	150
4. Five Hundred Years and Over Sixty Emperors	154

	PAGE
5. The Fall of a Great Empire	161
6. Italy from 476 to Now	166

#### UNIT IV. EARLY LIFE IN CENTRAL AND WESTERN EUROPE

1. The Story of Early France	177
2. Feudalism	187
3. Monasteries at Work in Europe	195
4. The Crusades	199
5. Explorers	204
6. Other Daring Explorers	207

#### UNIT V. THE NATIONS OF CENTRAL AND WESTERN EUROPE

1. Changes in France from Then to Now	215
2. Little Switzerland, a Great Democracy	229
3. Germany's Strength and Weakness	236
4. Vienna, the Heart of an Empire	250
5. The Low Countries—the Netherlands and Belgium	257
6. Spain and Portugal	267

#### UNIT VI. THE BRITISH COMMONWEALTH OF NATIONS

1. British Isles	280
2. A Whole Continent as One Nation	302
3. India	312
4. The British in Africa	326

#### UNIT VII. THE NATIONS OF NORTHERN AND EASTERN EUROPE

1. Early Records of Scandinavia	331
2. Standards of Living	337
3. Land of the Midnight Sun	340

	PAGE
4. Good Life in Scandinavia	346
5. Great Men of Scandinavia	351
6. Russia, a Giant Country	356
7. Story of Events in Russia	362
8. The Life of the Russian People	365
9. Some of Russia's Neighbors	373
 <i>UNIT VIII. NEIGHBORS ACROSS THE PACIFIC</i>	
1. The Chinese Empire	383
2. The Chinese Republic	389
3. Family Life and Ancestor Worship	400
4. The Culture of China	407
5. The Japanese Empire	412
6. Old and New Customs in Japan	418
 <i>UNIT IX. OUR NEIGHBORS—NORTH AND SOUTH</i>	
1. Canada, the Land of the Maple Leaf	425
2. The Land and the People of Canada	435
3. The Wonderland of Mexico	446
4. Community Life in Mexico	456
5. Brazil, the Giant of South America	462
6. Progressive Argentina	475
7. The West Indies at Our Door	481
 INDEX AND PRONOUNCING VOCABULARY	 487



## U N I T I

# *The Beginning of Civilization on Three Continents*

We call the written record of what people have done *history*. We have today histories of the United States, histories of England, histories of Europe, and many other histories. The earliest written history goes back only about six thousand years. But scientists have found that man was on the earth many, many thousands of years before he learned to write. What a long time that is! And what a wonderful world it is, in which man has been living so long!

### 1. EARLY MAN AND HOW HE LIVED

We do not have nicely printed records of all that early man did, because for many, many years he could not write and print. But not all records are printed records. Have you ever followed a path down to a stream, a pool, or a spring? You know at once that people or animals have been there before. They have left a record which you understand. If the bank is steep, they may have found or made a gentle slope for the path. If there are remains of a fire, you know that people have been there. You are really reading a record. If rocks are laid in a regular pattern, it means something. They may have been laid for a fireplace, or as steppingstones across a stream. They tell you something about the people who have visited a stream

and crossed it. They suggest the direction of travel. These people have left a record. Many unwritten records like this one and others were left by early man. Let us see what they were.

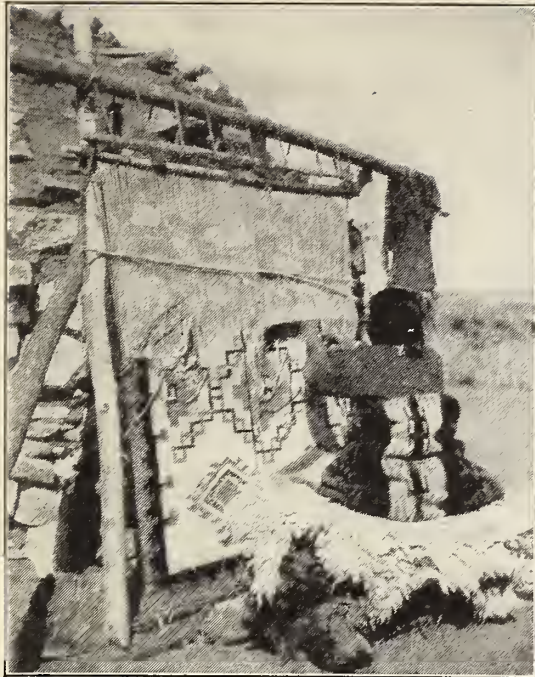
#### UNWRITTEN RECORDS OF THE PAST

*Early man made his mark.* When a man today cannot sign his name he makes his mark. Someone else writes the name—"John Doe"—and he makes his mark beside it—X. For thousands of years no man could write anything. But early men did make marks or drawings. They left many crude drawings which can be seen today on the walls of caves. There are pictures of animals and tools. These tell us about the life of the early people. The story might be told better in books, but still these unwritten records tell us many things. They show how animals were killed for food. They show men, women, and children at work and play. The careful scientist can make out many meanings. These are very useful to us in learning about our ancestors of so long ago.

*Man in some way discovered fire.* The atom bomb was a great discovery. So were the steam engine, printing, and weaving. A greater discovery than these was *fire*. We do not know how long ago man learned about fire. Many think that the lightning taught him first. Perhaps he saw a tree burning, after the blinding flash and clap of thunder. The coals glowed and burned him if he touched them.

Man learned that fire could help him in many ways. It could warm him; it could give him light. A fire in a cave made it dry and warm during a storm. Sticks with rough ends could be burned smooth. A pile of coals could burn a great log in two. Fire could trim logs for clubs, houses, and bridges. It could burn out the center of a log to make a boat. There came a time when meat was roasted. A piece of raw meat fell by accident into the fire and was cooked. How good it tasted! It was much





SOME OF EARLY MAN'S CUSTOMS are still in use. The Navajo woman weaves a rug and the African Negro kindles a fire as these things might have been done thousands of years ago. (*Photographs by American Museum of Natural History and Cowling of Ewing Galloway.*)

better than raw meat. As he roasted his meat, early man noticed that the fat sizzled and burned brightly. Some day he would learn to make candles from animal fat.

Slowly man learned to make fire without lightning. He learned to rub sticks together until a fire started. Boy Scouts often start fires in this way, or by twirling a stick. As the wood gets very hot, tiny bits of dry leaves or moss placed upon it will smolder and then burst into flame if one blows upon them. Certain rocks give off sparks when struck together. Centuries after man learned to write, he was still starting fires by means of a flint (rock). Your great-grandfather may have done so. When man learned how to start a fire, he had made one of the greatest discoveries of all time.

*Who was the first cook?* No one knows. We all know that everyone must have food. Without food a man will soon die. For a long time man ate berries, nuts, leaves, raw meat, and fish.

But when he tasted the roast meat and found it so good, cooking began. A piece of meat could be put on a stick and roasted over the fire. You may have done this at a picnic. How good the meat tasted and what fun roasting it!

Early man tried cooking other foods. Nuts could be roasted on stones by a fire. Fruits could be baked in the same way. He found that berries could be stewed in a shell or hollow stone. Man was really learning how to prepare food.

In the meantime man learned to tie things together with reeds and vines. He began to weave baskets and rugs. At first they were very crude. Later the baskets were made strong and beautiful. Reeds of different colors were used. Food could be carried in baskets, but it could not be cooked in them. They would not hold water. The skin of an animal would hold water, but a man could not cook food in it either. Perhaps one day he lined a basket with clay. When it was dry and hard, hot stones dropped into the stew really cooked it. Man had taken another step in learning to cook. The basket with the hard clay lining may have been placed accidentally near the fire and the reeds of the basket burned away leaving a hard clay pot. We do not know just how it began, but at last man learned to make pottery. He could make a pot which would hold liquids and in which food could be cooked. Small clay bowls could be used as dippers. Cups were made for drinking. Best of all, fire made some of them as hard as stone.

#### EARLY HOUSES

*We do not know what man's first house was like.* Was it really a house? Probably not. It may have been a ledge of rock. We do know that early man lived in caves. People today talk of the *cave man*. In most parts of the world there are natural caves. Some are small and some are huge, like the great Mammoth Cave of Kentucky. They are attractive to people. Children



EARLY MAN SHAPED TOOLS by chipping flint. Here, a spearhead is being made. Later man learned to smooth tools by grinding them. Tools with smooth surfaces and fine cutting edges gave him added power. (Photograph by American Museum of Natural History.)

like to play in such places. They often dig caves just for fun.

How do we know that man lived in caves? He left a record of it. The record is not a printed book. No, it is in the form of bones, pieces of pottery, stone axes, carvings on the wall, places where fires have burned, beads, ornaments, and crudely carved figures. All these tell the scientist a story of man and how he lived long before he could write and perhaps before he could even talk. But man was learning to find a shelter. He could dig and make the cave larger. Beds could be made of leaves, grass, skins, and pelts. Records of the hunt could be carved on the walls.

*Early man learned to drive darkness from the cave.* Deep caves are dark and few caves are naturally well lighted. When man discovered fire he found not only warmth and ways to cook food but also a way to light his home. Burning sticks brightened his home. A great knot from a log sent out colorful light for a long time as it slowly burned to ashes. Bits of fat made the fire flash up brightly. The family could see their way about the cave. The fire frightened animals away. The family was safe and warm. Man was beginning to control nature for his own comfort.

*Man learned to make tools and how to use them.* Thousands of years before a word was written, man had made many

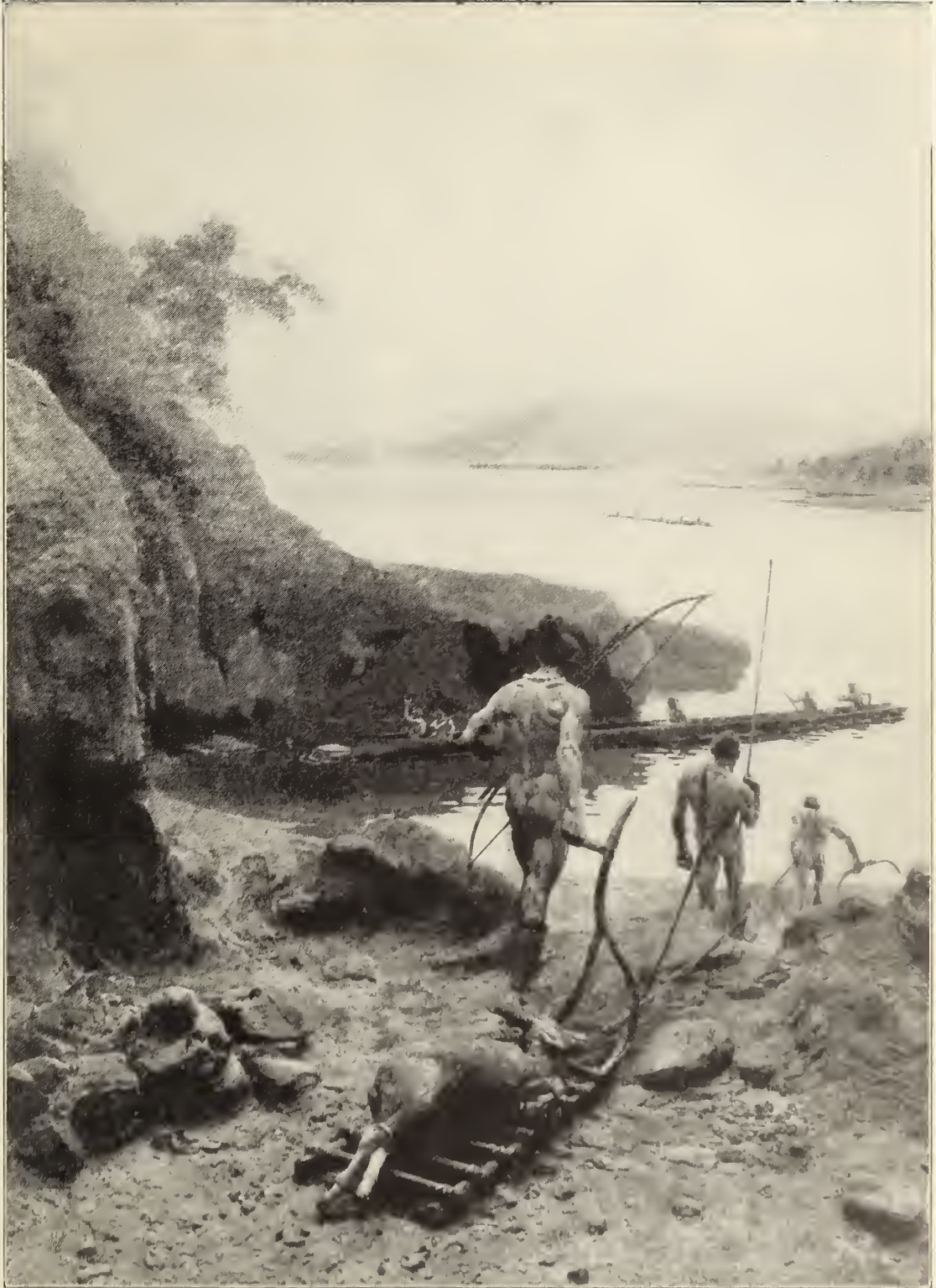


tools. These old tools, which have been found in caves and also dug from the earth, tell a wonderful story about early man. From them we can learn much about what he did and how he lived. Man has long known that he could pry up a heavy stone with a strong stick, or strike a hard blow with a club. These tools gave him more strength and power. Cutting tools of all kinds were used thousands of years ago. There were axes, knives, scrapers, and spearheads, and in the earliest times all of them were made of stone. With these tools man could cut down trees and fashion spears and clubs. He could kill animals, skin them, and cut up the meat. He could scrape the fat from a hide and dry the hide for clothing. Crude boats could be made by cutting and scraping out logs.

#### LIFE IN THE STONE AGES

*The first long period in which man lived upon earth is called the Old Stone Age.* During these thousands of years he used the stones as he found them. If he found a thin stone with a sharp edge, it was used as a knife. A heavier stone might be used as an axe or chopper. At last he found ways to tie these stones to handles. Now he had a better axe or a better knife, but he still had much to learn. Some day he would learn to carve one stone with another. He would have polished tools of stone. He would leave the Old Stone Age and enter the New Stone Age.

*Man of the New Stone Age was learning many things.* Some stones are very hard and make good tools. Others are soft or are easily broken. He saw how the rocks differed and began to pick and choose the harder stones for tools. He learned to chip and carve these hard stones. An axe could be made with a sharp edge and a groove for tying a handle. Boring tools were made, and with them holes were cut through stone picks and hammers. Handles were carefully smoothed to fit into



LAKE-DWELLER HUNTSMEN bringing their game to their dugout canoe. Their homes are shown in the illustration on page 16. (*From a diorama in the Science Museum, London. British Crown Copyright.*)

these holes. Each new thing that man learned helped him to learn something else. With better tools he could make a better boat, better clothing, and more tools. He could now leave his cave if he wished and build a house of logs. He had good tools and weapons that he used to kill animals for food and clothing. With better weapons, he could overcome his enemies. Thousands of years before he learned to write, man was making polished tools in the New Stone Age.

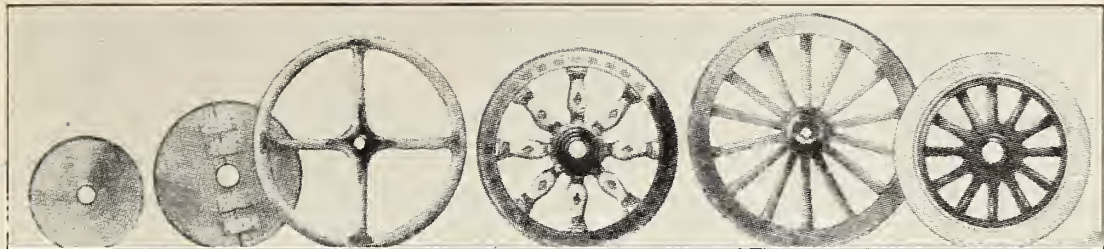
#### THE AGE OF METALS

*The Age of Metals was the third great period before man began to write history in a crude way.* Copper is believed to be the first metal used by man. Just how he discovered it we are not sure. Perhaps pieces of ore were in a great fire and when it had burned out he saw the bright yellow metal. It could be used as an ornament. Then he found he could cut and bend it. It could be made into bowls, cups, needles, knives, and spearheads. This bright metal was much more easily worked than stone and it had more uses. Early man could pound, cut, and melt it. He could use it over and over again. Each time he used it he learned something new.

Then he learned that by adding a little tin to copper it became much harder. This new metal was bronze. Its use introduced the Bronze Age. We are still using copper and bronze in many ways. There is hardly a family in this country which does not use copper and bronze. Not only did man make knives and saws out of bronze but also scissors and pincers. Some were large and strong. Others were small and delicate. Metal needles could now replace those made of bone in making clothes. Small metal instruments could be used in crude surgery. Copper bands and wire were strong enough to hold wood, metal, and stone parts together.

*Then came iron.* Iron was better than bronze for making





DEVELOPMENT OF THE WHEEL. (*Left to right.*) A section of log; Babylonian, Egyptian, and Roman chariot wheels; American covered-wagon wheel; automobile wheel. (*Courtesy of General Motors Corporation.*)

tools. It was really harder than bronze, and iron blades could be made very sharp. At last man learned how to make iron very hard by cooling it quickly. How thrilled he was over each new thing he learned! Each new tool helped him to make other and better tools. Life was better and more interesting because he was learning so many useful things.

#### DISCOVERIES AND INVENTIONS

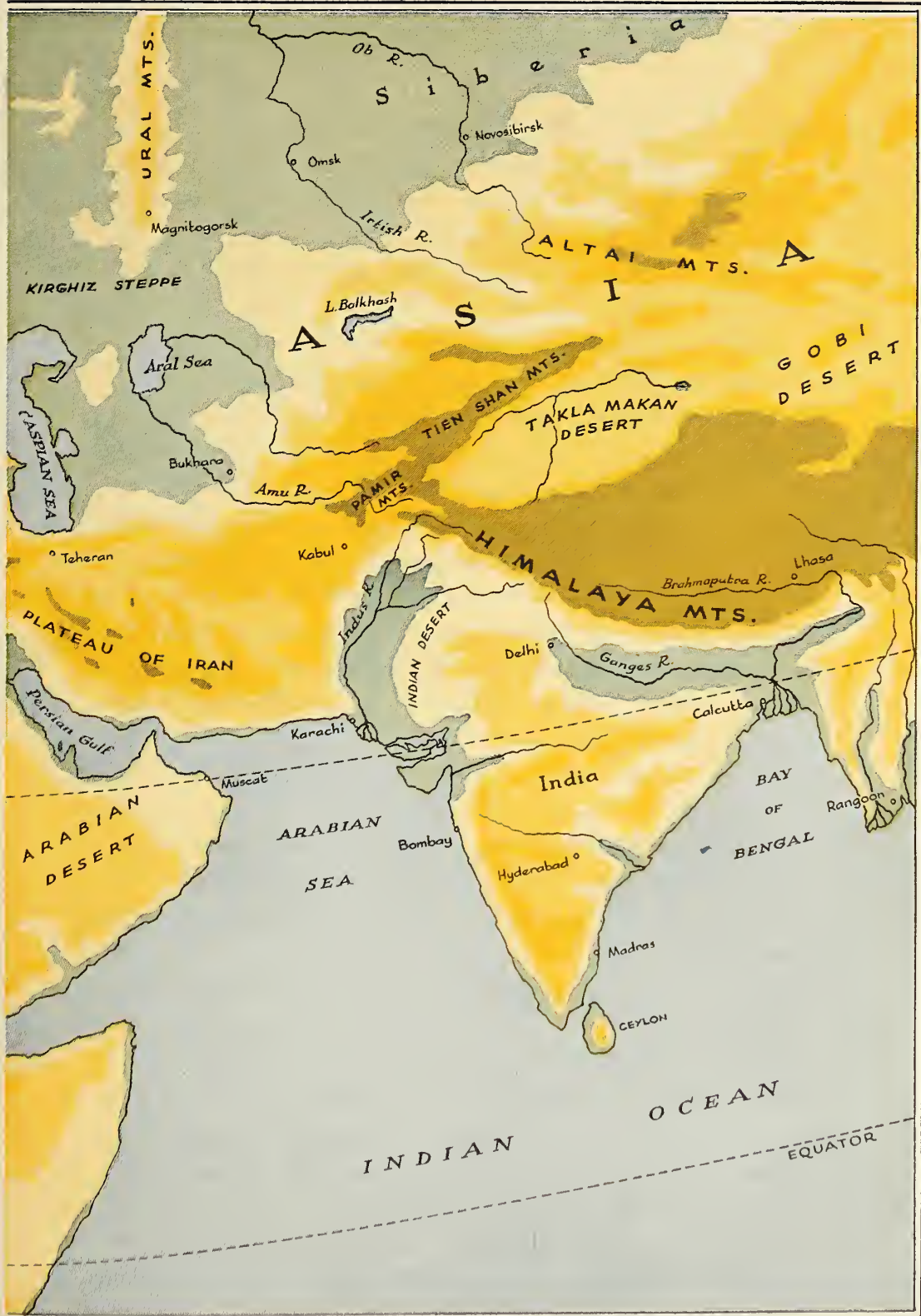
*The wheel is one of the greatest inventions man has ever made.* It was to become almost as useful as fire. Best of all, fire and wheels would work together for man's benefit. The first wheel may have been a short, smooth log or a round stone with a hole at the center. At any rate, great logs could be rolled along on small logs. Heavy loads could be carried on a cart. The wheel was making man's back stronger and his mind keener! Can you explain this? Now he could cut timber and transport it to build a house in a pleasant place. Logs could be moved to a good place to be worked on, and they could be split and smoothed for tables, benches, and shelves. Carts could be made to carry grains, tools, and building materials. Huge stones could be moved on rollers or wheels—much larger stones than men could carry. Poles were used as levers to lift stones and logs to the strong carts. Man was really beginning to understand the world and to make life better.

*Men probably floated logs and even rafts before boats were made.* These were useful to keep men afloat, but a log would



EUROPE, ASIA, AND AFRICA, three great neighbors. Many highly civilized people lived on these continents before they knew North America





and South America existed. For centuries these people have influenced our life in America in many ways.

carry only a man and no cargo. A raft could carry cargo but was hard to manage. A boat was easily managed and it could also carry a cargo. Man learned to design boats from logs, which could cut through the water with ease. The boat was a great invention. A great log could be hauled to the shore on carts or rollers and be made into a boat.

Men soon learned that the wind would move boats. Why not use a sail? A skin held against the wind would pull the boat along. This was easier and better than using poles or paddles. Why not a mast? A pole was set up as a mast and a skin was spread out as a sail, and the boat moved with the wind. What a wonderful invention! Paddles were made, and at last a rudder was made which would guide the boat. The sail could be turned to change the direction of the boat.

There came a time when many different kinds of boats were made. A great log could be hollowed out and sharpened at the prow. Some boats were made of bark, and others of skins stretched over a frame.

#### MAN, THE BUILDER

*Men could build things long before they could write history.* Thousands of primitive people even today can build but not write. Perhaps the beginning of early man's building was in making a rude cave more comfortable. Sharp rocks could be broken off, rubble could be pushed out, crude comforts could be added, and records could be scratched or painted on the walls. Scientists have found pictures of fish, birds, elephants, buffalo, deer, and human beings. Some of these pictures were colored. Some show the men and animals in action. These tell us much of what early man did and something of what he was probably thinking.

Then came the making of various kinds of huts. Some were made of reeds, grass, and the branches of trees. In others, poles



EARLY DRAWINGS AND PAINTINGS found in South African caves are one of the richest sources of early history. Many drawings are of strange figures such as those shown above. (*Photograph by Attilio Gatti.*)

were set up and covered with skins or reeds. Some had walls made of logs. Clay served as plaster. Stones could be used in building walls or foundations.

As man learned to build he could select the place for his home. He need not remain in a cave built by nature. A house or hut could be built, and when it began to fall apart he could tear it down and build another. To this day some tribes do their house cleaning by burning the old village and building a new one.

*Man is a community builder.* People like to be together. This was true of early men. It is also true of highly civilized people. People have always grouped together for protection and to help each other. Even today primitive people build villages. Some of these villages seem very strange to us, but they always have a purpose. They usually are built for protection against enemies as well as against weather. Early men





THE SPHINX AND THE GREAT PYRAMIDS OF GIZEH. From earliest times, the Egyptians buried their dead in a pit and heaped sand over it.





As their civilization grew, the tombs became more and more elaborate. Cheops is the largest memorial ever built over a man's grave.



MODEL OF SWISS LAKE DWELLINGS shows the building skill of the lake dwellers. (*Photograph by American Museum of Natural History.*)

built their homes and their communities for the same reason.

Some houses were built by early men on piles or logs driven into the bottom of a lake. The approach of an enemy could then easily be seen. The people in these houses were safe from prowling land animals. Remains of such villages have been found in Italy and Switzerland, and they are believed to be very old. Similar villages can be found today in the islands of the Pacific.

People have lived and worked together for many thousands of years. Each generation learns something new that contributes to a better way of living. Each new generation uses the old ideas and adds new ones.

Because every generation does use good ideas of earlier generations, we study the life of the people of long ago. We like to compare our life of today with the life of the past. Our life is better because of what we have inherited from all the people who have lived before us.

### A PUZZLE

Discuss the meaning of the word *summary*. Following is a SCRAMBLED SUMMARY of the section of this book you have just read. The word *scrambled* is used to show that the sentences are not in the right order. Copy the paragraph below. Number the sentences. The numbers will be used for checking your work. Study the sentences carefully and then

write them in the best order to make a good summary of this section.

Early man left many unwritten records. Scientists have divided early man's ways of living into three periods or ages. For many years scientists have studied these records. The men who lived in these ages left many gifts for us. They have made reports to us about how early man lived. These ages are named "The Old Stone Age," "The New Stone Age," and "The Age of Metals." We like to compare our life of today with the life of the past. Our life is better because of what we have inherited from all the people who have lived before us. Early man also made the first wheel, the first boats, built the first houses, and organized the first communities. Among these gifts are their records, their tools, the discoveries of fire making, cooking, and lighting.

Be fair. Do not peek. When you have copied the summary in the order that you think is right, turn your book over and check with the KEY. If your sentences say what the author planned, they should be in the following order: 8-2-6-01-4-9-7-5-3-1 :KEY

Making a summary is one good way to help you to remember important facts in reading. You may wish to make a summary for each section of this book. Keep your summaries and ask your teacher or classmates to help you judge whether or not you are learning to improve your summaries.

Choose the best summary of each section for a class book.

Your class may want to plan to learn more about making summaries. You may wish to make a class chart: *How to Make a Good Summary*.

### FOR THE CLASS TO DO

Discuss the meaning of the word *community*. On a long sheet of wrapping paper (or on the blackboard), make a class list of the ways in which man's life was improved by building the first communities.

To the right of your first list, record the many ways communities help people today. You may wish to add to this list frequently. Choose suitable titles to head your lists.

You will find wrapping paper very useful for recording information. You can easily add additional facts to your records on wrapping paper. They are easily stored and will be excellent material for review.



## 2. THE NILE VALLEY

*History began in the Nile Valley where it was easy to raise food crops.* There are *written* records of life in the Nile Valley which were made six thousand years ago. The Nile River has meant much to the people living in its valley. It has been friend and foe to them, somewhat as the Mississippi has been friend and foe to us in America. The Nile is a strange river. Each summer it overflows the valley, making it a great shallow lake. When the water recedes, there is left fertile soil which produces wonderful crops. This was more important six thousand years ago than it is now. Then people knew less about farming than we do today. They knew little about fertilizing the soil, and had to depend upon the Nile to do the job. To have the soil of a great valley enriched and watered each year by nature was a matter of great good fortune for them.

This rich valley and wonderful river attracted men from far and near. A very small plot of this rich soil could produce food for a family for a year. People came together in villages, and soon these were growing into cities. A family need not work every hour of daylight to make a living. Here they could have good crops with little labor. As landowners prospered, they enslaved men to do the hard work. Slaves could till the soil, carry burdens, and man the oars of a boat.

### SERIOUS THOUGHTS OF THE EGYPTIANS

*The Egyptians began to think.* The Egyptian was thriving. He had plenty of food and he had time to meet and talk with his friends. He began to ask important questions. Why did the Nile River rise and fall? Where did the sun go at night? What of the moon and the stars? Of course, he was interested in himself. Where did he come from and where was he going?

Men called "priests" began to give answers to these questions. Some were good answers and some were not so good, as we understand them today. These learned men kept records of the seasons and the movement of the planets. They taught the people to believe in a life after death. They taught that Osiris was the great god and ruler of the living and the dead. Isis was a goddess and the wife of Osiris. The people became interested in this religion and planned their lives accordingly.

The Egyptians believed the soul could not enter the land of Osiris without the body. Therefore, the body must be embalmed so that it would last through centuries. Embalming is a famous old art of the Egyptians. They soaked the body in a soda solution and then filled it with pitch. The Persian word for pitch was *mumiai*, and the embalmed body was called a *mummy*. Each mummy was carefully wrapped in yards and yards of linen. Thousands of these mummies have been kept for centuries. You may have seen some of them in museums, with their skin looking much like leather.

The Egyptian grave was a home for the dead. The Egyptians believed that the soul and body were kept together by embalming. The bodies of a family were placed in homes for the dead where they might all be together forever. The idea of a home for the dead started wonderful building plans, as we shall learn in the next paragraph. Furniture and musical instruments were placed in the home of the dead for the use of the people in their afterlife. There were statues of cooks, bakers, and servants to make the home comfortable, and the walls were sometimes beautifully decorated.

At first the grave was covered by a pile of stones to protect the bodies. Later the stones were laid with care to form buildings which were made larger and higher as time went on. Since the Egyptian word for high was *pir-em-us*, these buildings were called pyramids. We shall read more about them later.

## CITIES OF MODERN EGYPT

*We have just read of the fertile valley of the Nile and how cities began there.* Today we can travel by steamship from New York, across the Atlantic, through the Mediterranean, and directly to the great port of Alexandria. There it is, a city on a flat plain. If we were to fly over this region we could see the Nile spreading out into several streams to form a delta. Alexandria is the western port of the Nile Delta. Port Said is to the east at the entrance of the Suez Canal.

Cairo has over a million people. It is the largest city in Egypt and is 150 miles from Alexandria. Cairo is about thirteen hundred years old. That seems old to us, but there were cities in Egypt many centuries before Cairo was started. In Cairo there are splendid buildings, broad streets, and modern conveniences. Visitors from Europe, America, and all parts of the world are guests at the modern hotels in the new part of the city.

Other sections of the city are very old. In the old part of the city the streets are narrow and the houses are crowded together. In this section are hundreds of merchants and traders, each with his little booth or shop. All kinds of articles are for sale, from little trinkets to food and useful clothing. As we look about, a customer squats on the pavement while a barber shaves him. Shopkeepers urge customers to buy. There is much talking and many gestures are made. The first price asked for an article is high, for the customer is expected to bargain by offering a much lower price. After much more talk the sale is made and the merchant is ready for another customer.

## IRRIGATION IN THE NILE VALLEY

*Modern Egypt is interesting and important, but our great interest is in its long history.* We are eager to compare our present civilization with that of centuries ago. Scientists have been at work for years to find out about early life in Egypt.



EGYPT, THE LAND OF THE NILE, and Mesopotamia, Land of the Two Rivers. This region has been the scene of bloody contests from ancient times to the present.





THE NILE OVERFLOWS. Water covers fields and sometimes flows through villages. The man on the camel is crossing the Nile at low tide near the great pyramid, Cheops. (*Photograph by Ewing Galloway.*)

The Egyptians' first discovery of importance to man was a method of flooding the valley to produce rich crops for food. People slowly learned to irrigate fields. Ditches and canals were dug to carry the water farther from the main channel of the river. Crude machines were made to dip the water from the river during the dry season and send it along the ditches to the growing crops. The *shadoof*, a machine with crude buckets, is still used in some places to dip the water from ditches leading from the Nile and send it along to the fields. Crude wheels carrying buckets are turned by oxen for the same purpose. How different these are from our great pumps and water systems!

Slowly the people have learned to build dams and dikes to





THE EGYPTIAN SHADOOF works in much the same way as an old-fashioned well. Note that several shadoofs are needed to raise the water from the river to the fields.

hold and guide the water. But the farming is still very simple. Since the soil is so fertile, the crops are good, just as they have been for hundreds of years. Wheat, corn, barley, and flax grow well during the winter months because even in winter the weather is not very cold. The temperature rarely falls below 50 degrees. During the summer the temperature rises to 115 degrees or more. This is the season for growing sugar cane, cotton, and rice. Egyptian winter is somewhat like summers in Minnesota or Iowa. The summers in Egypt are even warmer than our summers in Louisiana.

*Egypt raises valuable crops of many different kinds of plants.* Today, fine cotton is produced in Egypt, and many Egyptians are skilled weavers. Tropical fruits are abundant, and there is

a good sugar supply. Dried figs, dates, and other sweets please the taste of the Egyptians, and tons of these foods are sold to their customers at home and abroad. There are fine crops of melons, onions, lettuce, cucumbers, beans, and peas. Egypt was a garden spot of the ancient world, and as we have just seen, still produces vast quantities of food.

*Transportation in Egypt is, on the whole, the old-fashioned kind.* As we look about we see many people carrying burdens. Women carry jars of water on their heads as easily as you carry a basket. Great bags of grain and baskets of fruit and vegetables are carried by men, women, and children. Donkeys carry packs and pull carts with heavy loads, and camels carry goods and passengers across the sandy desert. Of course, today there are many automobiles but not enough to supply all the needs.

#### RECORDS OF THE DISTANT PAST

*The first written records in the Nile Valley were in hieroglyphics.* The word means *sacred writing*. They are really picture forms which have certain meanings. This was the beginning of the art of writing! These hieroglyphics were cut in stone where they were to remain for centuries. When the Romans traveled to Egypt just before the Christian Era began, they found these carvings in many places. What did they mean? The Egyptians who were then living in the Valley did not know.

Centuries passed before a French professor by the name of Champollion solved the riddle. It came about in this way: A young French officer in Napoleon's army in 1799 found on the Rosetta River, a part of the Nile Delta, a curious stone. It was covered with characters. A message or story carved in one section was in Greek characters which were known to scholars. The same message was carved on another section of the stone in hieroglyphics. What did this picture writing mean? Perhaps the riddle could be solved. Champollion worked for more than

twenty years to solve the puzzle and in 1823 reported that he knew the meaning of fourteen of these curious little figures. This great discovery of the key to the hieroglyphics was useful to all the world. Now scholars could read the history of early Egypt from the hieroglyphics carved on buildings and in other places. The famous stone is now known everywhere as the Rosetta Stone.

#### THE EGYPTIAN CALENDAR

*The Egyptians made a calendar.* They observed the changes of the moon, the rising and setting of the sun. They studied the stars. A sun day was to the Egyptians the time it takes for the earth to make a rotation on its axis. The time from one new moon to the next was used in measuring a month. The solar year was the time it takes for the earth to revolve about the sun, bringing the four seasons. To measure time in this way was useful in planting crops and in making other plans.

The Egyptians studied the passing of shadows and measured them with care. They used these shadows to tell the time of day and the season of the year. They built tall square shafts of stone which are called obelisks. The top of an obelisk was shaped like a pyramid and had a well-carved point. The shadows cast by these obelisks could be measured carefully and recorded. In this way, time for planting could be determined. People could tell by these shadows when the valley would be flooded.

The early Egyptians made a calendar of twelve months and divided the year into three seasons of four months each. They were (1) the Planting Season, (2) the Heat Season, and (3) the Harvest Season. The first day of the year was marked by the rise of a certain star. The years were first named rather than numbered. A year was known by some great event, such as the year when work on a pyramid was started or the year when



a certain Pharaoh began to rule. The Egyptians were the first of ancient peoples to have a solar year of twelve months. Each month had thirty days. This accounts for only 360 days. The remaining five days were festival days of the year. At first each month was known by a number, but later the months were named for festivals. The Egyptian calendar originated in 4241 B.C., which is the earliest recorded date in history.

#### CITIES OF ANCIENT EGYPT

*Memphis was the capital city of Egypt during its early history.* It was built at a place about ten miles southwest of the present city of Cairo. It became great during the reign of King Menes (about 3360 B.C.), and now people from all over the world travel out from Cairo, cross the Nile, and visit these old ruins. Menes, a powerful king or Pharaoh, became the ruler of all Egypt and lived at Memphis. The word "Pharaoh" comes from an Egyptian word meaning *great house*, so we can think of Menes, the Pharaoh or king, living in the great house in Memphis.

Memphis was an important city for many centuries. It probably began as a trading center. The Nile could carry as many rafts and boats as the people cared to make. Here was the place for merchants and traders, and so the city grew. Caravans of camels trudged across the desert to Memphis. Goods were exchanged, and again the caravans moved out across the sands to the west.

Memphis grew because it was a center of trade and also the capital city. Men gave up tilling the soil to make goods. They became experts in weaving, metalworking, boatbuilding, and toolmaking. Their products were exchanged for fruits, vegetables, and grains grown by farmers, and thus trade increased and the city became larger.

People learned that *division of labor* meant a better living.

If a man spent all his time building boats, he became an expert. He could build a better boat than could the farmer who spent most of his time in the fields. So it was with weaving, making sandals, and pottery. As people exchanged goods they exchanged ideas. They learned better ways of living.

*Thebes was the second capital city.* It was about three hundred miles south of Memphis. Thebes was built many years after Memphis, but it, too, is now in ruins. There are at present two cities on the site of the old city of Thebes, but visitors can still find ruins of the old city. The present cities are Luxor and Karnak. Scholars have found that the builders of Thebes were more skillful than the builders of Memphis. The Egyptians learned something from each new project. They learned to use columns in building great palaces and temples. Some of these great pillars still stand, as in the ruins of the Temple of Karnak. Many of the buildings were decorated with giant figures which stand as they did many centuries ago. In those days, one way for a ruler to show his greatness was to build great temples, palaces, and obelisks.

Inscriptions carved upon these obelisks and buildings tell of the brave deeds of the kings who were mighty warriors. According to these inscriptions, armies were sent out to conquer other nations and enslave the people. They followed down the Nile and crossed into Asia to prey upon weak nations. These armies brought back goods, precious stones and metals, and large numbers of slaves. The slaves worked the land, built great structures, and served the wealthy Egyptians in many ways. By studying the inscriptions found in the ruins of buildings and on obelisks, scholars have been able to tell us much about the history of Egypt.

*The largest of the temples is at Karnak.* It is known as the temple of Rameses II, and probably more than two centuries were spent in building it. Rameses II was very famous as a



warrior and builder. His armies of conquest traveled far and wide and sent captives back to work as slaves. These slaves were used in building great temples, digging canals, tilling the land, and building roads. Since the slaves did the work, the members of the king's court lived in great luxury. The palaces were beautifully furnished and decorated. On the walls were drawings and carvings which may be seen even today. These carvings tell us much about the life in those palaces many centuries ago.

#### EGYPTIANS AS BUILDERS

*The Egyptians were great builders.* Since many of their buildings were of stone, we can still learn much about them. Some of the buildings have been covered by drifting sand. At first thought, it seems impossible that great buildings could be covered over by tiny grains of sand blown by the wind. Yet when we think of the long time—of months, years, and then centuries—we can understand. Men are at work today uncovering ancient buildings.

The Great Sphinx at Gizeh, near Cairo, was partially covered by sand for centuries but more recently has been uncovered. It is a famous figure which is known all over the world. You may have seen pictures of it many times. The Sphinx is a huge statue nearly 200 feet long and over 60 feet high. It has the head of a man and the paws of a giant lion. The body was carved out of solid rock, and the paws were built of stone.

*How old is the Sphinx?* We are not sure. It is probably five thousand years old. Scholars believe it was built by a Pharaoh named Khafre and that the face is that of the king. About thirteen centuries after it was built, the blowing sands had covered a great part of it. Thutmosis, who was then Pharaoh of Egypt, is said to have had a dream that he should have the Sphinx uncovered, which he did. But again sand



THE TEMPLE AT KARNAK, a wonderful building of ancient Egypt. Men marvel at the skill of its builders and at its size—329x170 feet, with columns 70 feet high. (*Courtesy of The Metropolitan Museum of Art.*)

drifted in. In recent years, as we have learned, the sand has been dug away and one can see the great figure and walk between the giant paws. A small temple stands between the paws. An inscription on this temple, which faces the east, refers to the god of the rising sun, and so the silent Sphinx is believed to be the god of the rising sun.

*Egyptian builders learned to use columns in building.* Columns in great buildings have been used for strength and beauty for many centuries. So far as we know the Egyptians were the first to use them on a large scale. Their temples were supported by great columns—many of them beautifully carved. The buildings were planned so well that we know there were great architects many centuries ago. We also know that for many of the buildings the stone had to be hauled great distances because there was no supply nearby.

*There are many pyramids in Egypt.* The largest—the Great Pyramid—is not far from Cairo, and is the one we hear most



EGYPTIAN BUILDERS depended chiefly on slave labor for work. Men hauling a statue lashed to a sled on rollers. (*From a diorama in the Science Museum, London. British Crown Copyright.*)

about. It was built for King Khufu, who was called Cheops by the Greeks. It is about 450 feet high and 700 feet square at the bottom. Twenty years were spent in building it. We still do not know just how it was planned and built so many centuries ago—about 3000 B.C. It was one of the Seven Wonders of the Ancient World.

This and other pyramids were built as tombs for the Pharaohs and members of the ruling families. In the center of the pyramid was the burial place. Some of these tombs were elaborate places. They were almost like rooms in a palace. Here the bodies, after being carefully embalmed, were safely kept for many centuries. Many things were done for the comfort and happiness of these persons when dead. Food, tools, and other things were placed in the tomb. It was thought that they might be useful during the time that the dead remained there. Pictures showing the daily



life of the dead person were painted on the walls. All of this was part of the religious belief.

The pyramids still stand. Yes, and they will stand for centuries to come. Have you ever played with a small pyramid? Try it. Note that it will not tip over. It will stay *put* even better than a cube. Does this suggest at least one reason why the pyramids in Egypt have stood so long?

#### THINGS TO TALK OR WRITE ABOUT

1. How can the Nile River be a friend and a foe of the people living in its valley?
2. Explain why the early Egyptians had time to think seriously.
3. What important scientific knowledge did the early Egyptians discover? (Study about these discoveries in your science class.)
4. Why did the Egyptian think that death was more important than life?
5. Relate the story of the Rosetta Stone.

#### INTERESTING THINGS TO DO

1. Make attractive colored sketches of the plants grown by the Egyptians. Display your pictures attractively.
2. Working together, make a large papier-mâché map of Egypt. Plan your map carefully before you begin work. Review the meaning of geographic terms such as delta, harbor, valley, sea, sea level, and other terms suggested by the class.

To make papier-mâché, cut newspaper into strips about one-fourth inch wide. Then tear the strips into small pieces about the size of your thumbnail. Cover the bits of torn paper with water. If possible, boil the mixture slowly two or three hours. Let it stand until cool, or cool with water. (You may choose to let the bits of paper soak two or three days instead of using the cooking method.) Then pour all the water off. Squeeze as much water as possible from the paper pulp you have made. Add flour (or powdered paste) to the pulp; mix the material with your hands until it clings together and does not fall apart when you squeeze a handful of it into a small ball. Your papier-mâché is now ready to use. Model with it as you would with clay.



### 3. MOSES, THE LEADER OF THE JEWISH PEOPLE

*The Hebrews wandered into Egypt.* About four thousand years ago a tribe of Hebrew shepherds left their homeland near the mouth of the Euphrates River. At last, after many years, they reached Egypt where their descendants remained for five hundred years.

The Egyptians considered them as enemies of the Egyptian people and so made slaves of them. These Jews were a proud people, but the powerful Pharaohs forced them to build the pyramids, roads, and palaces. They were kept in bondage, and the Egyptian armies guarded the country so that the Jews could not escape.

*Moses, who was to become a great leader of his people, was born in Egypt.* About ten miles southwest of Cairo are, as we have learned, the ruins of the old city of Memphis. This is believed to be the place where Pharaoh's daughter found the baby Moses hidden among the rushes along the river.

Moses' mother had kept him hidden until he was three months old because the king had ordered all Hebrew boy babies to be killed as soon as they were born. Little Moses' mother then made a small boatlike cradle or basket that would float upon the water. Reeds were woven and covered with asphalt and pitch. The mother placed the baby in this basket and put it among the reeds where the king's daughter would find it when she and some of her maids came to the river to bathe.

As the princess walked along the bank, she saw the small boat and heard the cries of little Moses. She knew at once that he was a little Hebrew, but she wanted him to live. She told his mother to care for him for a time and then return him to the princess. The mother did this in order to save the life of her baby.

Later Moses became the adopted son of the princess and



MOSES, THE LAWGIVER, pointing to the Book of the Law. A forceful statue by Ivan Mestrovic, the Yugoslavian artist. (*Courtesy of The Art Institute of Chicago.*)

lived in the palace where he was probably well treated and well educated. He was given the name Moses because the word means "drawn out" and he had been drawn out of the water. When he had grown to manhood, he began to see how cruel the Egyptians were to the Hebrews. One day he saw an Egyptian strike a Hebrew slave. In his anger, Moses killed the Egyptian.

Moses then fled from the palace and became a leader of his people.

Moses knew that his people could never be happy in Egypt because they were enslaved and oppressed. At last, according to the Bible, he led the Hebrews across the Red Sea into the Sinai Peninsula. One day, Moses left the Hebrew camp near Mount Sinai, carrying two stone tablets. While he was away, a great storm hid the top of the mountain, and there were flashes of lightning and the roaring of thunder. What was happening to Moses in this terrific storm? When Moses returned he told how Jehovah had spoken to him. This pleased the people very much, and from that time on Jehovah was the true God of the Jews. On the tablets of stone were carved the Ten Commandments, which we all respect to this day.

After many years of wandering, the Hebrews came to Palestine and there in the city of Jerusalem built a mighty temple. How proud they must have been! But Moses did not live to rejoice with them. In fact, he saw only the mountains of Palestine from afar. Death came to him before he reached this promised land; but he had led his people well and taught them to cling to their religion, with its one God, Jehovah. This happened about thirty-five centuries ago.

### PLANNING TOGETHER

Plan to invite several speakers to tell a series of Bible stories as part of your assembly programs. Make a list of the stories that you want to hear. Always give your speaker a choice of subjects. In your English period, review how to write an invitation. Either compose a class invitation or all write invitations and then choose the best ones to send.

You may choose to have members of your class tell the Bible stories about Moses, Joseph, Noah's Ark, and other stories. If you follow this plan, use the index in your language text and review the helps for story-telling. Summarize the best helps and appoint a committee to make a chart: *Telling an Interesting Story*.

#### 4. LAND OF TWO RIVERS—MESOPOTAMIA

*The Valley of the Two Rivers is important.* We have been reading about the great fertile valley of the Nile. We have learned how the river overflows each year to keep the soil rich for growing crops. We now turn to Mesopotamia, another great valley to the east of Egypt. This is the Tigris-Euphrates Valley. It, too, is a rich valley.

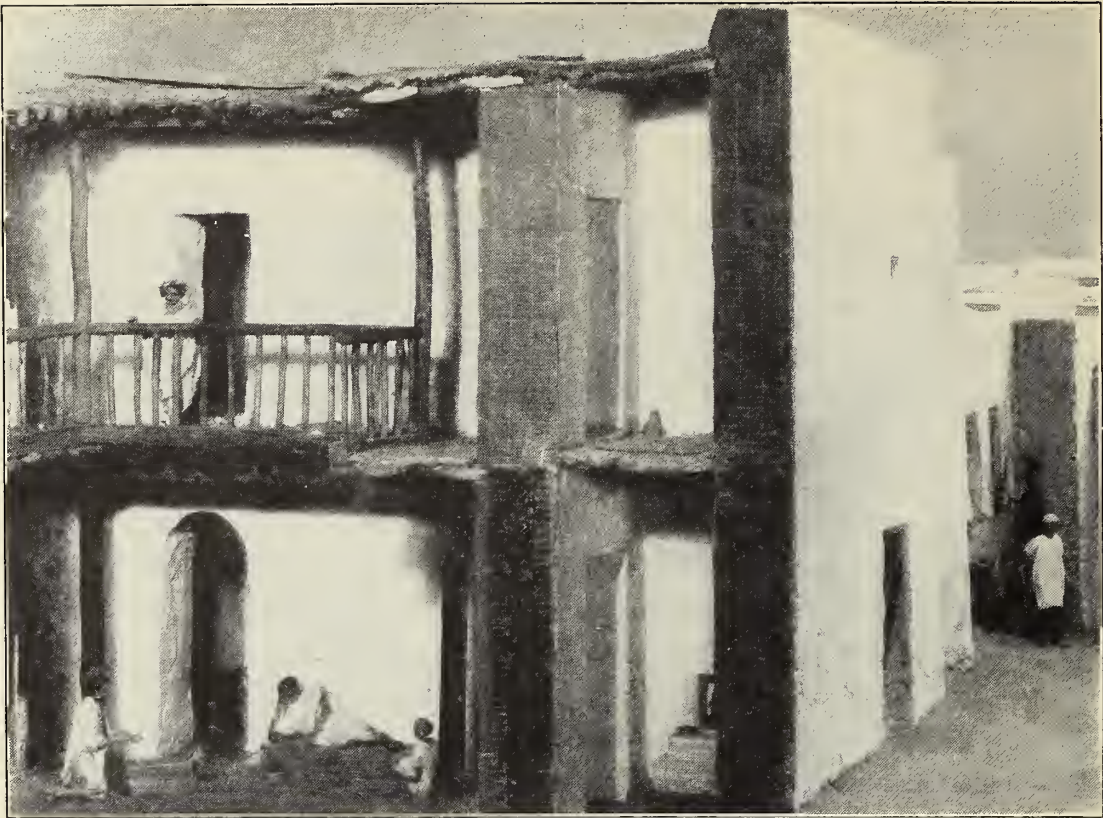
But why do we speak of the land of *two* rivers? If you will look at the map, page 21, you will see where the Nile flows northward into the Mediterranean Sea. Directly east of the Nile Delta, beyond Arabia, two rivers join and flow southward into the Persian Gulf. These two famous rivers are the Tigris and Euphrates. They join about a hundred miles from the Persian Gulf to form one great river called the Shatt al Arab. The valley of these rivers is called Mesopotamia, which means "between the rivers" or "in the midst of the rivers."

These rivers rise in the mountains far to the north where there is plenty of rain. There is very little rain in the valley, but when there are heavy rains in the mountains the rivers overflow to moisten and enrich the soil.

These fertile fields were discovered centuries ago by wandering tribes. They knew that this was a place where plenty of food could easily be grown. The people began to learn how to plant, to cultivate, and to harvest crops. They learned, also, how to irrigate the land by building dams to hold the water when the rivers were high. When the weather was dry, the water behind the dams could be led by ditches to the fields. This plan of irrigation has been used in many countries.

All of this is still interesting today, but we also want to know what the people learned and did here many centuries ago. We look at a map and see that Arabia is to the west and Persia (now Iran) is to the east. This means that the Arabs and Persians





SUN-DRIED MUD-BRICK HOUSES IN THE CITY OF UR. Sometimes as many as fourteen rooms were arranged around a paved courtyard. In the diorama, the chief temple of Ur, a terraced tower called a *ziggurat*,

must have been interested in this great valley where so much good food could be grown.

*Mesopotamia was the land of Bible stories.* Many people believe that the Garden of Eden was in this land, but just where it was or might have been no one can tell. Some people believe that Noah's Ark rested on a mountain down which water flows to the Valley of the Two Rivers. Many believe that the Paradise mentioned in the Old Testament was in this valley. Surely it was a land of plenty when the Bible was written.

*The Sumerians came.* The first people who were known to come into this valley were the Sumerians. They probably came there nearly six thousand years ago. Later they were overcome in fierce fighting by a tribe from Arabia, the Akkadians,



can be seen in the distance. Note that it is built on a high place as were the former mountain homes of the people. The temple was built before the time of Abraham. (*Photograph by American Museum of History.*)

also called *Semites*. The Semites were thought to be descendants of Shem, one of Noah's sons. These descendants of Shem probably lived in this region for a thousand years before they were driven out by the Amorites. We shall learn more of the Amorites and their great King Hammurabi a little later.

#### KINGDOMS OF LONG AGO

*There were city-kingsdoms in this land of Mesopotamia long, long ago.* These city-kingsdoms included the city and the surrounding country. The people had not yet learned to mark the boundary lines between countries as we do today.

One of these old city-kingsdoms was called Ur. It is a short name, but the city was famous. It was the home of Abraham—

another great Jewish leader. Ur was built on the Euphrates River over five thousand years ago. Much of it is covered by silt, but some of it has been dug out so that the old walls can be seen plainly today. Perhaps the most famous of all these city-kingdoms was Babylon, which became the capital city of a vast empire. It was built on the Euphrates River and became a great center of the ancient world.

*Babylonia was a great kingdom.* Some of the villages on the great rivers grew into cities. So it was with Babylon. Babylon was the capital and center of the Babylonian Kingdom. When other city-kingdoms were added to the Babylonian Kingdom, it became great and powerful. It was then a kingdom of cities with rich farms and farm villages surrounding them. The people were learning how to plan, how to build, and how to govern.

The people of this region were learning to make a new kind of building material and to improve other skills. There were no building stones such as those used for the pyramids in Egypt. Some other way must be found. By mixing clay with straw and pressing it into molds, they learned to make good bricks. Soon brickmaking became an important business, and bricklaying became a skilled trade. About this time tiles were made for roofs, floors, and for water pipes. These added to the comfort of the people. Weavers and tailors were making better clothing. Thus civilization grew. Man was becoming civilized and eager to know more about the great earth on which he was living.

#### EARLY WRITING

*The Babylonians learned to write.* The Babylonians did not learn to write as you do with pencil and pen. They did, however, learn to write in a most interesting way. They had no paper, so they wrote on clay tablets. Their letters were little



wedge-shaped characters made with a reed or metal pen on tablets of soft clay. These tablets could be hardened in the sun or burnt until they were almost as hard as stone.

The little wedge-shaped characters were called *cuneiform* writing. Cuneiform means "wedge-shaped." This form of writing was used for many centuries. Only a few of the people learned to write and to read these characters, but those who did became important citizens. They could keep the records and accounts in business and could make records of important events. Can you imagine how big and heavy a book written on these clay tablets would be?

Hundreds and hundreds of years passed after these tablets were made. Babylonian cities fell into ruins, and the tablets were covered by dirt and sand. Then scholars began to dig in the ruins and found many of these tablets. But by this time no one knew how to read this strange, wedge-shaped writing. What the tablets told remained a mystery.

Then a great discovery was made. A scholar solved the mystery by learning how to read cuneiform writing. This is the way it happened: In Behistun, Persia, was a huge rock called the Behistun Rock. High up on its side were carved several inscriptions. They were in three kinds of writing—the cuneiform, Persian, and Elamite. All of this writing had been carved about 500 B.C. by order of the king of Persia. Hundreds of years later people began to wonder what the characters meant.

About a hundred years ago, one scholar decided to solve the riddle. The three inscriptions all told the same story—the story of the victories of the Persian king, Darius I. This scholar knew how to read Persian writing. By comparing the three inscriptions word by word, he was able after many years to learn the meaning of the cuneiform characters. What was the value of all this? Now scholars could read old tablets written in cuneiform and learn about the early life in Mesopotamia. This



Behistun Rock can be seen to this day. To great scholars it is as useful as a dictionary.

*Hammurabi, who ruled about 2000 B.C., was the most famous of the kings of Babylonia.* He prepared a code of laws for his kingdom and had them carved on stone in cuneiform writing. This impressive stone is now in a museum in Paris. It is a great cylinder, taller than a man, and at the top is shown King Hammurabi receiving the laws from the sun-god of Babylon. Some of these laws were very good because they protected the poor, the weak, and the orphans. Some required the people to care for roads and canals, and no one was allowed to be careless about the welfare of his country. If a citizen did not do his duty and obey the laws, he could be taken as a slave.

*The Babylonians learned to count and measure.* They learned to count by ones and tens on their fingers and toes, but they did not count to a hundred as we do. They had a special mark for 60, which was a high number for them, and they could combine 1, 10, 20 and 60 to form any number. They also learned to weigh and to measure very well.

The Babylonians studied the stars with great care. Since there were few clouds and little rain in their country, they could watch the movements of the sun, moon, and stars. By doing this and by measuring the movement of shadows, they were able to measure time. They divided the day into twenty-four hours. The hours were divided into minutes and seconds as we know them today.

#### CONQUERING ARMIES

*The conquering Assyrians came from the north.* North of the fertile valley of the Tigris and Euphrates rivers, the Assyrians became a powerful people. They lived in the hills and trained for war. It is said that they had one great advantage over the Babylonians. They had learned to use horses. These horses, which probably came from Persia, were trained for war-



THE HANGING GARDENS OF BABYLON. An artist's idea of Nebuchadnezzar's famous work. (From "Wonders of the Past," by permission of the editor, Sir John Hammerton.)

fare. They could be hitched to war chariots, or the soldiers could ride them into battle. The Babylonians had never seen horses before, and their foot soldiers were no match for the war chariots and mounted soldiers of the Assyrians. Great battering-rams were made to attack the walls of the cities, and with all these advantages the Assyrians were soon in control of the whole rich valley.

Ashurbanipal was perhaps the most famous of the Assyrian kings. Nineveh became the capital of the Assyrian Empire, and here Ashurbanipal ruled in great pomp and ceremony. Magnificent palaces were built, with beautiful carvings and decorations on their walls. Visitors to these ruins today can see drawings of horses and chariots, showing how they were used in ancient warfare.

*Nebuchadnezzar was King of Babylon.* This king with the strange long name was the most famous of the later kings of Babylonia. He came into power (about 600 B.C.) after the Chaldeans and Medes had joined forces and driven the Assyrians out of the country. This made it possible to build a new Babylonian Empire. Babylon again became the capital city while Nineveh began to decay.

Babylon was developed into a magnificent city. Aqueducts were built, beautiful temples were erected, and most magnificent of all, the Hanging Gardens of Babylon were built. They were counted as one of the Seven Wonders of the Ancient World. It is said that they were built to please the queen. The queen had come from a land of hills, so the gardens were planned as a pyramid to suggest a mountain. Everything possible was done to make these gardens beautiful. Great stairs and pillars were placed to give the plants the best effect, and there were wonderful arches and terraces. Surely the Hanging Gardens were very splendid to be considered one of the Seven Wonders of the Ancient World.



*Great changes came in Mesopotamia.* We cannot take time to tell of all the changes in Mesopotamia during the many centuries that people have lived and fought there. We are most interested to see how many steps of progress were taken. We can see how important the soil and climate have been. Where people can till the soil and prosper, they become more intelligent, they learn how to get along together, and soon trade and transportation develop. We know that different nations seized control of the region at different times, but after many of these conflicts the Persians at last conquered this whole region. They encouraged the people to continue their best ways of doing things and added what they, the Persians, had learned. By 500 B.C. the Persians were in complete control.

Later—about 330 B.C.—Alexander the Great conquered all of Persia, but we shall soon hear more about him. Still later Mesopotamia became a part of the Roman Empire. Finally, in the seventh century A.D., the Mohammedan Arabs conquered it and built their famous city of Bagdad near the site of the ancient city of Babylon. Bagdad still survives and is today the most important city in Mesopotamia.

#### THE CITY OF BAGDAD

*Bagdad was the glorious city of the "Arabian Nights."* There is much mystery about Bagdad because of the tales told about it and its people. The stories known as the *Arabian Nights* have been told all over the world. They are supposed to have started here, but some scholars think that many of them were first told in other places. The story of Aladdin and his wonderful lamp is said to have begun here.

This famous old city of legend and story is always a place of interest. The old city was started on the west side of the Tigris River, but the larger part of the city today is on the east side of the river. The two parts of this great city are connected by a





CHILDREN IN THE STREETS OF BAGDAD are waiting for turns on the "Ferris wheel." Note the different types of headdress. (*Photograph by James Sawders—Combine.*)

long pontoon bridge. This kind of bridge was made because the water rises and falls each season, and no matter how high or low the water, the pontoon bridge is ready for crossing. This famous pontoon bridge has been used for centuries. Probably every part has been changed, but it is still thought of as the same old pontoon bridge of Bagdad.

Bagdad is a travel and trading center. Great caravans pass through the city, always stopping for trade and to take and leave passengers. It is a large and rich city today, but it has been richer and larger in the past. The merchants of Bagdad became very rich through trade. The caliphs, as rulers, became rich through taxing the people. In this way they were able to build beautiful palaces, have many slaves, fine horses, and live in luxury. They also built roads, streets, and made many other improvements.



A STREET IN IRAQ. A street vendor serving tea to his customers. (*Photograph by James Sawders — Combine.*)

Schools were built, and men of great learning lived and taught in Bagdad.

Parts of the city today are modern and well kept. In other parts we find the ruins of buildings of better days. We see many Mohammedan mosques with their tall minarets, but most of these were built during more prosperous times. The old streets are very narrow and dirty, but hundreds of shopkeepers do a good business. Some ply their trade and sell what they make in the same shop. Some are very expert at handicrafts, and customers watch their skilled hands with great interest. They are famous for weaving all kinds of rugs, tapestries, and cloth, which are sold both at home and abroad. Many artistic articles are



made of copper and silver although these metals must be imported.

*Mesopotamia became the kingdom of Iraq after World War I.* The League of Nations gave Great Britain a mandate over it at that time. The Bagdad railway links Iraq and Turkey, and all this was important in World War II and has been very important since that time. Iraq is very rich in oil. Because this means much to Great Britain, she is eager to hold some control over the country and the oil. Since oil has become so useful in our modern world, perhaps the Valley of the Two Rivers is still a cradle of civilization. Can you tell why? People need rich soils and fertile fields to produce crops, but they also need oil to furnish power for manufacturing and to transport what is grown.



CHURNING IN A GOATSKIN. Goat's milk is shaken violently back and forth in the skin until butter is formed. (*Photograph by American Colony, Jerusalem.*)

## THINGS TO TALK OR WRITE ABOUT

1. It is sometimes said that the Land of Two Rivers is a gift of the Tigris and Euphrates rivers. Explain what is meant by a country or land being the "gift" of a river.
2. Why can we say that the soil gave the Babylonians their homes, their food, their tablets, and their books?
3. Tell why the Babylonians had a need for writing, counting, and measuring.
4. Why does Hammurabi deserve to be called the most famous king of Babylon?
5. Discuss the statement, "Babylonia was conquered because of her good climate, excellent soil, ease of transportation, and the wealth of her merchants." (Hint: Contrast their country with that of their conquerors, the Assyrians.)

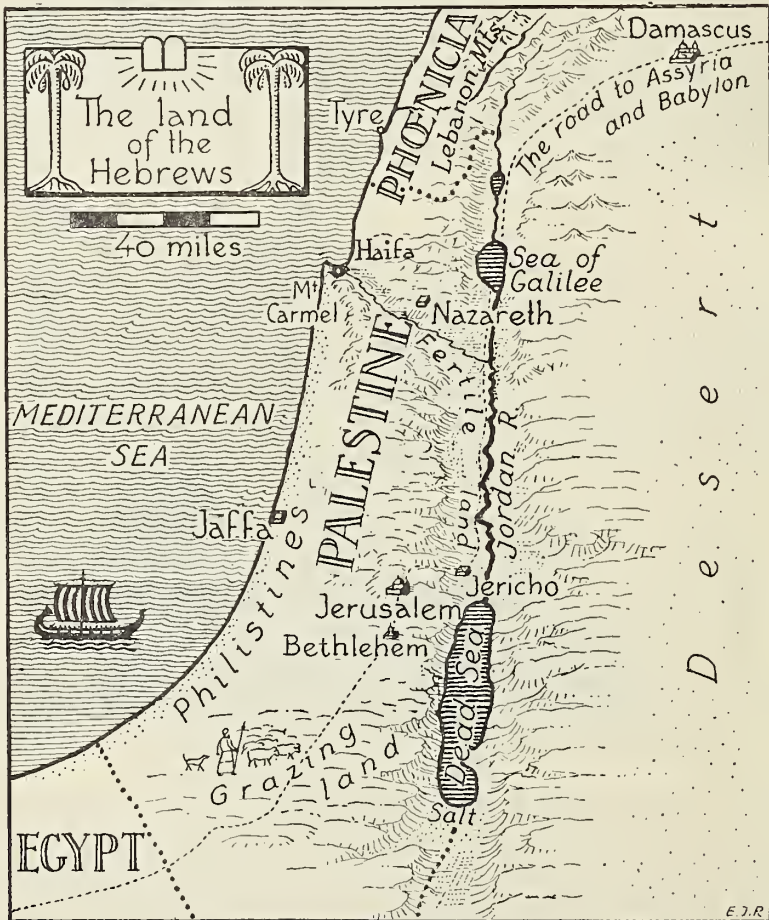
## LEARNING FROM YOUR LIBRARY

1. Find the words *browse*, *skim*, and *bibliography* in your dictionary. Discuss their meanings as related to books.
2. WHAT WOULD YOU DO? Read the following statements and decide what you would do. To answer correctly, you will need to use one of the words *browse*, *skim*, or *bibliography*.
  - a. You have a period to become acquainted with your new library books.
  - b. You gave the wrong date for Hammurabi's reign. The teacher told you that it was given on page 40.
  - c. You are looking for pictures of cuneiform writing.
  - d. You want the class to know the books you read when preparing your report.
3. Browse through your books for several days and copy examples of the different ways information is recorded in the bibliographies given. Make a class list on the blackboard of each different form for building a bibliography. By voting, choose the form to be used by your class this year.
4. Make a bibliography of the material to be found in your library that is related to each unit.



## 5. THE PHOENICIANS

Let us look at the map again. Long ago the Phoenicians lived on a narrow strip of land at the east end of the Mediterranean Sea. They were Semites who had wandered to the shores of this great sea. These famous people were familiar with many of the things which the inhabitants of the valleys of the Nile and the Tigris and Euphrates rivers had learned. Civilization began in these valleys, but the Phoenicians added to it in many ways.





THE HOLY LAND. The region is of great religious interest to Jews, Catholics, Protestants, and Mohammedans. Many events described in the Bible took place here.

Genealogy of Our Letters from the Phoenician Alphabet 1300 B.C							
Phoenician 1300-1000 BC Form, meaning, name	Greek 700-500 BC Form, name	Roman 50 BC Form, sound	Evolution of small letters 300 to 800 AD	Gothic 1200 AD	Italic 1500 AD	Script 1600 AD	
𐤀 𐤁 = ox Aleph	Α Α Alpha	A An	Α α a	Ɑ	Ɑ	Ɑ	
𐤂 𐤃 = house Beth	Β Β Beta	B Bay	Β β b	Ɱ	Ɱ	Ɱ	
𐤄 𐤅 = camel Gmel	Γ Γ Gamma	C Kay	С с c	Ɐ	Ɐ	Ɐ	
𐤆 𐤇 = door Daleth	Δ Δ Delta	D Day	Д д d	Ɒ	Ɒ	Ɒ	
𐤈 𐤉 = window He	Ε Ε Epsilon	E Eh	Е е e	ⱱ	ⱱ	ⱱ	
𐤊 𐤋 = hook Vau	Υ Φ [Digamma]	F Ef	Ф ф f	Ⱳ	Ⱳ	Ⱳ	
			G g g	ⱳ	ⱳ	ⱳ	
𐤌 𐤍 = fence Cheth	Η Η Eta	H Hah	Η η h	ⱴ	ⱴ	ⱴ	
𐤎 𐤏 = hand Yod	Ι Ι Iota	I Ee	І і i	Ⱶ	Ⱶ	Ⱶ	
				ⱶ	ⱶ	ⱶ	
𐤑 𐤒 = palm Kaph	Κ Κ Kappa	K Kah	К к k	ⱷ	ⱷ	ⱷ	
𐤔 𐤕 = whip Lamed	Λ Λ Lambda	L El	Л л l	ⱸ	ⱸ	ⱸ	
𐤖 𐤗 = water Mem	Μ Μ Mu	M Em	М м m	ⱹ	ⱹ	ⱹ	
𐤙 𐤚 = fish Nun	Ν Ν Nu	N En	Н н n	ⱺ	ⱺ	ⱺ	
𐤛 𐤜 = eye Ayin	Ο Ο Omicron	O Oh	О о o	ⱻ	ⱻ	ⱻ	
𐤞 𐤟 = mouth Pe	Ρ Ρ Pi	P Pay	Р р p	ⱼ	ⱼ	ⱼ	
𐤠 𐤡 = knot? head? Koph	Φ Φ Koppa	Q Koo	Q q q	ⱽ	ⱽ	ⱽ	
𐤣 𐤤 = head Resh	Ρ Ρ Rho	R Air	Р р r	Ȿ	Ȿ	Ȿ	
𐤦 𐤧 = teeth Shin	Σ Σ Sigma	S Ess	С с s	Ɀ	Ɀ	Ɀ	
𐤨 𐤩 = mark Tawh	Τ Τ Tau	T Tay	Т т t	Ɀ	Ɀ	Ɀ	
	Υ Υ Upsilon	V Oo	У у u	Ɀ	Ɀ	Ɀ	
	Ϝ ϝ	V	Ϝ ϝ Ϝ	Ɀ	Ɀ	Ɀ	
			Wen 1100 B.C. Anglo-Saxon } W	Ɀ	Ɀ	Ɀ	
𐤫 𐤬 = post Samech	Χ Χ Xi	X Eex	Χ χ x	Ɀ	Ɀ	Ɀ	
	Υ Υ Upsilon	Υ Ū	Υ υ y	Ɀ	Ɀ	Ɀ	
𐤰 𐤱 = weapon Zayin	Ζ Ζ Zeta	Z Zayta	Ζ ζ z	Ɀ	Ɀ	Ɀ	

From "The Story of the Alphabet." Permission by Norman T. A. Munder & Co.

One of the important things they did was to make an alphabet much like the one we have today. They borrowed some of the picture figures from the Egyptians and some of the wedge-shaped characters from cuneiform writing. These old cuneiform and Egyptian letters were attractive to look at, but they were not very efficient. There were too many of them. So the Phoenicians changed some of the little forms to an alphabet of twenty-two letters. These new letters were not so artistic, but they were

much more useful. The Phoenician alphabet has been traveling ever since. The Greeks took it, added a few letters, and continued to use it for centuries. The Romans changed the Greek alphabet a little and as a result we have the letters used in making this book.

Look at the chart, "The Story of the Alphabet," on page 49. Letter *A* was taken from the Phoenician word *aleph* which meant ox. It was first written  to represent the head of an ox. The Greeks turned the letter over as we now use it. Letter *B* came from a Phoenician word meaning *house*, and *C* from the word meaning camel. The camel was almost as useful as the ox. *D*, written , meant *door*. The Greeks called this letter *Delta*. When the mouth of a river divides as does the Mississippi or Nile, we call it a delta. *M* came from the Phoenician word meaning *water*. Our written *m* suggests waves or ripples.

#### A SMALL COUNTRY THAT BECAME GREAT

*Phoenicia was a small country.* There was not enough good soil in Phoenicia for everyone, and much of the soil was very poor. This was very different from the broad, rich valley of the Nile and the valley of the Tigris and the Euphrates. The people could grow some crops but not enough to supply their needs. What should they do? They did what we do today—they exchanged their services and some of their goods for the things they needed. They became traders and transported goods. They explored distant places and started new settlements. They turned to the sea and became the greatest traders and seafaring people of their time.

If you will look at the map, you will find that the Lebanon Mountains are not far from the eastern shore of the Mediterranean Sea where the Phoenicians lived. Fine cedar trees grew in these mountains. These cedar trees were straight and strong





THREE PHOENICIAN GALLEYS pull out to sea from Tyre. They are probably loaded with famous Tyrian dyes. (*By the artist N. C. Wyeth, courtesy of The First National Bank of Boston.*)



and just right for making ships. The Phoenicians made good use of this timber in building their boats.

The Egyptians had made boats, and the Phoenicians learned much from them about boatbuilding. But the Egyptians used their boats on the calm Nile River while the Phoenicians must sail the rough seas of the Mediterranean. This meant that the Phoenicians must build larger and stronger ships and devise sails. They learned to make strong ropes and to brace the masts so that the ships would be safe in the storms. The tall slender cedar trees of Lebanon furnished wonderful masts and spars. The Phoenicians just naturally became expert shipbuilders.

The Hebrew people living in Mesopotamia produced wool which they were eager to trade, and the Egyptians produced flax and cotton. All of these were spun and woven into cloth which was in great demand by people living on the shores of the Mediterranean. Fine weavers and dyers were also at work to make the cloth beautiful. A small shell fish of the Mediterranean became important in trade, since a beautiful dye, useful for coloring cloth, could be made from it. This dye was a deep reddish purple. It was so scarce that only royalty were allowed to wear garments of this color, and to this day we speak of "royal purple." The Phoenicians carried these goods in their ships to many different places. As they bartered and talked with people from Egypt, Arabia, Mesopotamia, Persia, and the many wandering tribes, they learned much from all of them.

*The Phoenicians go out to trade.* They had the best ships on the sea and were proud of them. They sailed farther and farther from home until they had trading places all around the Mediterranean. Some of these trading posts had been started before, but the Phoenicians improved them and started others. Two thousand years before Columbus they succeeded in sailing around the continent of Africa. It was a long hard voyage, and the crew spent about three years in making the trip. To get food they

would stop, plant, grow, and harvest a crop and then sail on. What a slow process! They also sailed up the west coast of Europe as far as the British Isles and made important explorations there.

From Bagdad and beyond, Persian merchants and travelers were trading with the Phoenicians. The Persians could make fine glass. They had learned this from the Egyptians, but they had improved the art. They could make beautiful glass goblets, dishes, and ornaments. These articles were collected by the Phoenicians and traded to the Greeks, who were delighted with their beauty. Phoenician traders going to Spain and beyond brought back tin. This could be mixed with copper to form bronze. There was also trading in olive oil, spices, perfumes, ivory, pearls, gold, papyrus, hardware, fruits, nuts, cloth, and leather.

The Phoenicians also became manufacturers. They bought raw materials and made them into finished goods. For example, they made jewelry from the silver and gold secured in faraway places. They were really the first great manufacturers and merchants.

All this trading and traveling was important because everyone learned something from someone else. The Greeks learned the alphabet (as we have seen) and then changed it. They wanted to write so they were glad to get from Egypt papyrus on which to write. There was trading both in *things* and *ideas*. Can you explain how one can trade in ideas? The Phoenicians started colonies at Carthage in Africa, in Spain, in Italy, in Greece, and on many islands. Were ideas planted there, too? What do you think?

Syria now extends over what was once the little country of Phoenicia. It reaches to the Mediterranean, and just south of it is Palestine. Next, we shall visit Palestine.

## READING A MAP

With a map before you, do the following:

1. Locate the ancient land of Phoenicia. Note the latitude of Phoenicia. From a world map or globe, list the countries of today in that same latitude. Decide whether or not these countries have the same climate and some of the same products.
2. Looking at the map, name and discuss geographical factors that would influence the climate of Phoenicia.
3. What barrier, shown on the map, may have caused the Phoenicians to become sea rovers?
4. What other factors does your map show that encouraged the Phoenicians to become sailors?
5. Phoenicia means "the Land of Palms." How can you tell from the map that trees usually found in a cooler climate would also grow there?

## FOR THE CLASS TO DO

You have seen maps showing rainfall; some showing the distribution of different products; some showing the cities, or political maps; some, called physical maps, showing the mountains, plains, and other land features. There are many other kinds of maps.

Search your textbooks and library books for other kinds of maps. List the kinds of maps mentioned above and any other kinds that you can find. List as many uses of maps as you know.

Plan and make an attractive looseleaf scrapbook. Watch daily newspapers, school newspapers, magazines, and commercial sources for different types of maps. Add these maps or portions of them to your scrapbook for illustrative examples. At the close of the school year, make a *Table of Contents* for your collection and "will" your book to the class library.





A BEDOUIN PIPER and other shepherds stop with their flocks at the pools of King Solomon near Bethlehem. (*Copyright E. M. Newman from Publishers Photo Service.*)

## 6. THE HOLY LAND

Phoenicia no longer exists. It is now a part of Syria, which extends from old Mesopotamia to the Mediterranean. To the south of this western part of Syria is one of the most interesting countries in the whole world. It is Palestine, often called the Holy Land, and Jerusalem is its most important city. Palestine is the land in which Christ was born. It has been important for many centuries, and thousands of people from all over the world visit it. They have read much about it in their Bibles. Protestants, Catholics, Jews, and Mohammedans are all interested in it.

Palestine is between Egypt and the Valley of the Two Rivers—east of one and west of the other. We have seen how one people becomes strong and fights, and then another nation rises to fight and take its place. Armies from the east and the west overran Palestine many times.





THE CITY OF JERUSALEM as seen from the arcade of the Place of the Temple. (*Photograph by European Picture Service.*)

#### SACRED CITIES IN THE HOLY LAND

*Jerusalem is a few miles west of the northern end of the Dead Sea.* The city is built on hills and surrounded by a wall. There are eight gates in this wall through which good roads lead to Bethlehem, Jaffa, and other important places. The streets of Jerusalem are crooked and narrow. The city has modern hotels for travelers, some good modern shops, and also many poor little shops and homes in the old parts of the city. For many years it was a dirty, unhealthy city, but since World War I the sanitation has been greatly improved.

The Church of the Holy Sepulcher in Jerusalem is believed to cover the tomb of Jesus. Nearby are the Mount of Olives and the Garden of Gethsemane where Jesus spent his last night

AN OLD STREET  
IN JERUSALEM.  
In summer,  
gunny sacking  
on the overhead  
slats serves as an  
awning. (*Copy-  
right by Orient  
Press Photo  
Company, Tel-  
Aviv, Palestine.*)



before his crucifixion. Although Jerusalem was the great center in which Christianity was founded, it has contained more Mohammedans than Christians in recent years. The number of Jews has been increasing until they now outnumber the Mohammedans. Since World War II a great number of Jews from Europe have gone to Palestine. Many of them have settled in Jerusalem.

Jerusalem is always an interesting city to visit. Travelers from all over the world pass through the narrow streets. Donkeys and camels trudge slowly over the cobblestones, and men and women with burdens on their heads make their way



through the crowd. There are markets in open places where foods, trinkets, clothing, and other goods are sold. A visit to Jerusalem is both inspiring and depressing. It is inspiring because it is such a great religious center. It is depressing because the people have not learned to live well together and to be more kindly to each other.

*The little town of Bethlehem was the birthplace of Jesus.* You have heard of it many times in song and story. One of the popular Christmas carols is "O Little Town of Bethlehem." About six miles south of Jerusalem is this village. It is said that the countryside is much as it was two thousand years ago when Christ was born. Shepherds still watch their flocks there, and in the village the Church of the Nativity stands on the spot where it is believed Jesus was born. The village, except as the birthplace of Jesus, would be given little attention by travelers. But this one fact makes it one of the most famous spots of all the world.

*Jesus spent his boyhood at Nazareth, about sixty-five miles north of Jerusalem.* His father Joseph was a carpenter, and it is said that Jesus worked at that trade. Nazareth, too, is a center of interest for travelers. They go about the town looking at places where Jesus probably spent much of his time.

#### THE OLDEST CITY IN THE WORLD

*Damascus is said to be the oldest city in the world.* It is outside Palestine, but we associate it with the Holy Land. It is in Syria, only about 150 miles north of Jerusalem. St. Paul, writing in the New Testament, tells of Damascus. He mentions a "street called Straight" which people are still using today. Many visitors like to walk where St. Paul walked nearly twenty centuries ago—along the "street called Straight."

Damascus is still an important city of about 200,000 people. There are fine modern buildings, hotels, and large markets.



There are many small shops and crooked streets, too. People carry burdens on their heads, and donkeys trudge along the streets with great loads on their backs. It is surrounded by a rich farming area with many flourishing orchards, groves, and vineyards. It is a rich and beautiful city which is sometimes called the "Pearl of the East." Damascus has long been famous for fine textiles. *Damask* cloth takes its name from the city. Expert weavers have been at work here for centuries. Damascus is a manufacturing center of fine goods such as jewelry, gold and silver ornaments, silks, linens, inlaid furniture, and delicate textiles.

### LEARNING TO USE THE ENCYCLOPEDIA

A pupil in your grade should begin to learn how to make the best possible use of an encyclopedia. Below are some suggestions that will help you in studying how to use an encyclopedia.

1. Examine a volume of your encyclopedia carefully. With your teacher's help, plan a series of lessons that will give you practice on finding information in an encyclopedia. You will need lessons on (a) choosing the right word in your topic (key word) to look for in the encyclopedia, (b) selecting the volume in which the key word should be found, (c) using the guide words printed in bold type at the top of the pages to help you find the topic quickly, (d) using the information you find, and (e) using the other topics called *cross references* listed in the reference if more information is wanted.
2. Write to the company that published the encyclopedia you are using. Plan to tell them what you like about their set of books. Ask them to send you the information they publish about how to use their encyclopedia. Thank them in advance for their courtesy.
3. Ask for volunteers to report on information found in the encyclopedia on one of the following topics:

Jerusalem  
Palestine

Bethlehem  
Church of the Holy Sepulcher

Damascus

## 7. THE WESTWARD MOVEMENT OF CIVILIZATION

We have been learning about early man and the earliest history of man. We have looked into the "cradles of civilization." Why do we say "cradles of civilization"? What is meant by the word civilization? By the word cradle? If we look at a map showing the northern part of Africa and the western part of Asia, we can see where civilization and history began. It was in Egypt and Mesopotamia that man first learned to read and write. He had no pen and no paper. There were no clattering typewriters. No newsboy shouted his wares. No, the writing was on stone and clay tablets, but it was writing.

We have seen how tribes of people moved toward the Mediterranean, among them the Phoenicians, who were wonderful explorers and travelers. In moving, all these peoples carried their civilization with them. Hence we say that *civilization moved westward*.

There were many other famous tribes and leaders whom we have not mentioned. To write about all of them would fill many books. We did want to see how our civilization began and how it spread. We all know that most of our civilization of America started in Europe. We have been showing how some of it first started in Africa and Asia and then spread to Europe long before America was discovered. You have noticed that many of the tribes mentioned were Semites, such as the Hebrews and Phoenicians.

There were other tribes or groups who lived farther north. They are called Aryans. Their civilization did not begin so early as that of the Semites. They were of light complexions or white like the Semites, but they spoke a different language. From their language came most of the European languages. Centuries ago they lived along the Caspian Sea. Look at the

map, page 21. Later they moved into central Asia where some lived in Iran, or Persia.

The name Aryan comes from Iran. Two great groups, who were ambitious and ready for conquest, came to be known as the Medes and Persians. Many of these Aryans wandered to the north and to the west. They were rugged and strong and dominated the countries they visited. We cannot trace all their wanderings, but they, too, were pushing westward through Europe, touching what was later to become Russia, the Scandinavian countries, and most of Europe to the south of these countries.

#### INFLUENCE OF EUROPE'S GEOGRAPHY ON THE PEOPLE

*The geography of Europe was favorable to pioneers.* We all know that in Europe there are great natural resources. There are fertile lands in all of its countries. Europe has great forests, many navigable rivers, good harbors, and rich deposits of coal, iron, and other minerals which can be mined. These things were very important to the people moving westward. Compare Europe with the great deserts of Arabia and northern Africa. The Semitic people found only small areas of fertile soils. The Aryan people found a continent of rich soils and other wealth. We shall see a little later what happened.

*There are many large fertile regions in Europe.* Can you point out some of them on the map? We know that the best soils for crops are in valleys. If we look at a map of Europe we find *many* large rivers. If we look at a map of Northern Africa and Asia Minor we find *few* rivers. Flowing into the Caspian Sea are the Volga and the Ural rivers. They have great fertile valleys. The same is true for the Don, Dnieper, Dniester and Danube rivers which flow into the Black Sea. You can quickly find other rivers. All of these rivers have many tributaries. Because of the rivers, the rich soil, rainfall, and good climate, Europe has been the center of modern civilization. Many of the



rivers are navigable, too. Thousands of tons of goods have been transported over them for centuries.

These streams guided the early explorers from the East, and the woods gave them shelter and material for building. Game was plentiful and could be hunted for food. Europe gave the exploring Aryans many natural opportunities which the Semites did not find in Palestine and nearby countries.

As the people in northern and central Europe prospered, they gained in population. They spread out in every direction. Those who traveled southward were to meet explorers who had come from Egypt, Mesopotamia, and Asia Minor. All these travelers were exchanging ideas as well as goods. Each learned from the other.

*Europe is a land of good harbors.* Look at the coast line of Europe as shown on the map. There are good harbors all along the coasts. The mouths of the great rivers make good harbors for large ships, and small ships or boats carry goods up and down the rivers. There are also small bays which can be used as harbors. Shallow rivers and harbors have been dredged to make them deep enough for shipping, and canals have been built to connect river systems. All this has been possible because of the geography of Europe. We shall see why as we study more about the European countries later.

As we look at the map of Europe we see many important ranges of mountains. We have often heard of some of them, such as the great Alps of Switzerland. We see the rugged chain of mountains between Norway and Sweden, the Urals to the east in Russia, and the important ranges in the southern part of Europe. These mountains chill the moisture-laden air, causing rain and snow that sooner or later form streams which tumble down the mountainsides to the valleys.

No part of Europe is very far from the sea. This means plenty of moisture and good temperatures for crops. The great

Gulf Stream of the Atlantic moves up the east coast of North America and then turns eastward to Europe. There it circles the British Isles and spreads along the European coast. This stream moderates the climate in Europe and keeps temperatures there from falling as low as they do at points in North America which are the same distance from the equator.

*The topography or surface of the land in Europe has influenced civilization.* If we were to study all the battles and all the travel routes of Europe, we would find that the nature of the earth's surface is of great importance. Mountains may restrict travel but they are also natural fortifications. Rivers and valleys are natural travel routes which explorers and armies can follow. Rich fields produce food. Great battles are fought where there is room to fight. The famous battle of Waterloo was fought over a hundred years ago on the plains of Belgium. In World War I, although Belgium did not want to enter the war, again the level land of Belgium was a battlefield. Then in World War II, Belgium once more became a battlefield. All of this happened not because of the Belgian people, but because of the geography. Mountain passes are also important in peacetime travel and in time of war. Many battles have been fought to control them.

Civilization moved westward from Asia and northern Africa and thrived in Europe because of the great natural resources. The trading of goods led to the trading of ideas. This has gone on for centuries. It is now working all around the world. Our civilization in the United States will improve as we trade in better goods and in still better ideas.

*The three continents—Europe, Asia, and Africa—border the Mediterranean Sea.* Let us look at the map again. Look at the Mediterranean Sea. The word Mediterranean means *between the land* and that is just what it is. It is between Europe on the north and Africa on the south. At the eastern end is Asia. When civilization was just beginning, this great sea was very impor-

tant. It was a great highway for ships. Timid sailors could keep their boats near the shores and stop at ports on *three* continents. We sometimes speak of this as the Mediterranean Area. The people of this area have traveled from one country to another. They have traded with each other. Sometimes they have fought each other, but they have also learned from each other. Ideas were exchanged and passed on to other people. In this way civilization improved on three continents.

### WORKING TOGETHER

1. Name and show on a world map the three continents that border the Mediterranean Sea.
2. Discuss the meaning of the term "cradles of civilization." Decide why the term "cradles of civilization" is applied to this region.
3. In what direction do most of the mountains lie in Europe? Decide what effect, if any, these mountains have on the westerly winds carrying moisture inland.
4. Locate and name these rivers of Europe: Volga, Ural, Don, Dnieper, Dniester, Danube, Rhine, and Po. Recall why rivers played such an important part in early times. Discuss the importance of rivers today.
5. Point out on the zone map or globe the following lines: *Tropic of Capricorn*, *Equator*, *Tropic of Cancer*, *Arctic Circle*, and *Antarctic Circle*. These lines mark the boundaries of the different zones. Name each zone and give its boundaries. For example, the North Frigid Zone is between the Arctic Circle and the North Pole.
6. In what zone does most of Europe lie? Decide what climate you would expect this region of Europe to have. Tell how this climate affects the people.
7. Continuing to "read" the map, show the parts of Europe where you may expect the climate to vary from that of central Europe. Tell how the map shows that the climate will vary.
8. What indications do you find on the map that Europe has abundant water power?
9. Reading the map, give reasons why the statement is true that in



proportion to its size more soil is farmed in Europe than on any other continent.

10. List the names of the continents on a chart. (Wrapping paper is good material for chart making.) Refer to the chart frequently until the names of the continents are easily recalled. Originate a class game using interesting information about the continents.
11. Tell what is meant by a "regular" and an "irregular coast line."
12. Describe the coast line of Europe. Decide why it has influenced the history of Europe.

### FUN FOR THE YEAR

It is very important in history to know when things happened. Only a few dates need to be known exactly, but it is important and interesting to know the approximate time of events that happened during a certain period or near the time of an outstanding event.

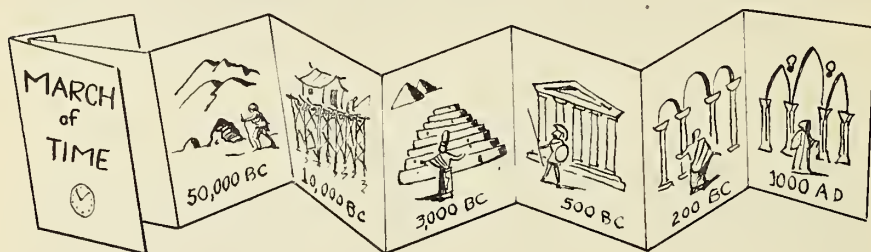
You will enjoy making a *time line* showing the most important events you read about this year. Choose a chairman each month who will be responsible for having events added to your record or time line. Events should be approved by the class before being added to the time line. Try to develop good judgment in deciding whether or not material is worthy of being on the time line.

One class used wrapping paper for their record. After the paper had been cut into convenient sections, they folded it lengthwise two times. When the paper was opened, the creases marked four divisions on it. This class used white paper to show the time *before* Christ (B.C.) and brown paper to show the time *after* the birth of Christ (A.D.). They lettered the dates at the top of the paper strip. They drew pictures to represent chosen subjects for their record. Because of the four divisions in the paper they could picture four events that occurred at the same time. Their picture record was neat and attractive. It could easily be rolled and put away when they needed the wall space for other displays or work.

Another group used 9x12-inch inexpensive art paper. They also drew pictures to represent events. Several pupils illustrated a chosen subject and the class chose the best picture for their record. The 9x12-inch sheets were pasted together and formed a long strip which they displayed around their room. They made each series of events into a

separate strip; for example, they made a strip showing "The Ages of Man," and another one "Gifts from the Cradles of Civilization." Their strips showing subjects pertaining to events occurring at the same time were often displayed one above the other in their room. This class folded their strips into accordion booklets as shown below, which were kept on their reading table when not in use for display.

Perhaps you can think of a more interesting way to make a time line.



### BOOKS YOU WILL LIKE TO READ

- Barnes, Franklin. *Man and His Records*. Chicago: Follett Publishing Co., 1936 (fairly easy). Illustrated. Describes how people first learned to write.
- Elms, F. R. *Rivers of the World: Stories of the Great Rivers of Each Continent*. Chicago: Whitman Publishing Co., 1940 (easy reading). Illustrated. Clear and simple descriptions.
- McGuire, Edna. *Glimpses into the Long Ago*. New York: Macmillan Co., 1943 (fairly easy). Illustrated. Man from the Old Stone Age through the Middle Ages.
- Stinetorf, L. A. *The Children of North Africa*. Philadelphia: J. B. Lippincott Co., 1943 (not too difficult). Illustrated. Describes customs and native life in North Africa.
- Wells, Margaret E. *How the Present Came from the Past*. New York: Macmillan Co., 1932 (very easy). Illustrated. Vol. I deals with prehistoric man; Vol. II, with the Egyptians, Babylonians, Assyrians, Persians, Hebrews and Phoenicians.
- Films: *In the Beginning*. U. S. Department of Agriculture, Washington, D. C.; *Men of Africa*. Ideal Pictures, Chicago.

## U N I T   I I

### *Glories of Greece*

We have just read about how civilization began. At the close of Unit One we saw how civilization moved westward. This means that what was learned about better living in Egypt, Mesopotamia, and in the Holy Land was carried to other peoples, such as the Greeks and Romans.

Look at the map of Greece on page 68. This country is shaped like a hand with crooked fingers. The Aegean Sea is on the east side, the Ionian Sea is on the west side, and the island of Crete is to the south. Greece is a small country about the size of the state of New York, but it has been important for many centuries.

#### 1. THE DAWN OF GREEK HISTORY

*As the Phoenicians and others sailed westward they soon came to Greece.* We do not know just when the first settlements were made in Greece, or when the first exploring parties came. We do know that the small islands south and east of Greece were almost like steppingstones for the explorers coming from Asia.

*You can see by the map that Crete is like a doorstep leading to Greece.* It is the largest of the islands near Greece and has long been famous. Very old ruins have been found at Cnossus, a city on Crete. It is possible that there were communities in Crete when the first settlements were made in Egypt. The people who first came to Crete were much like the people of

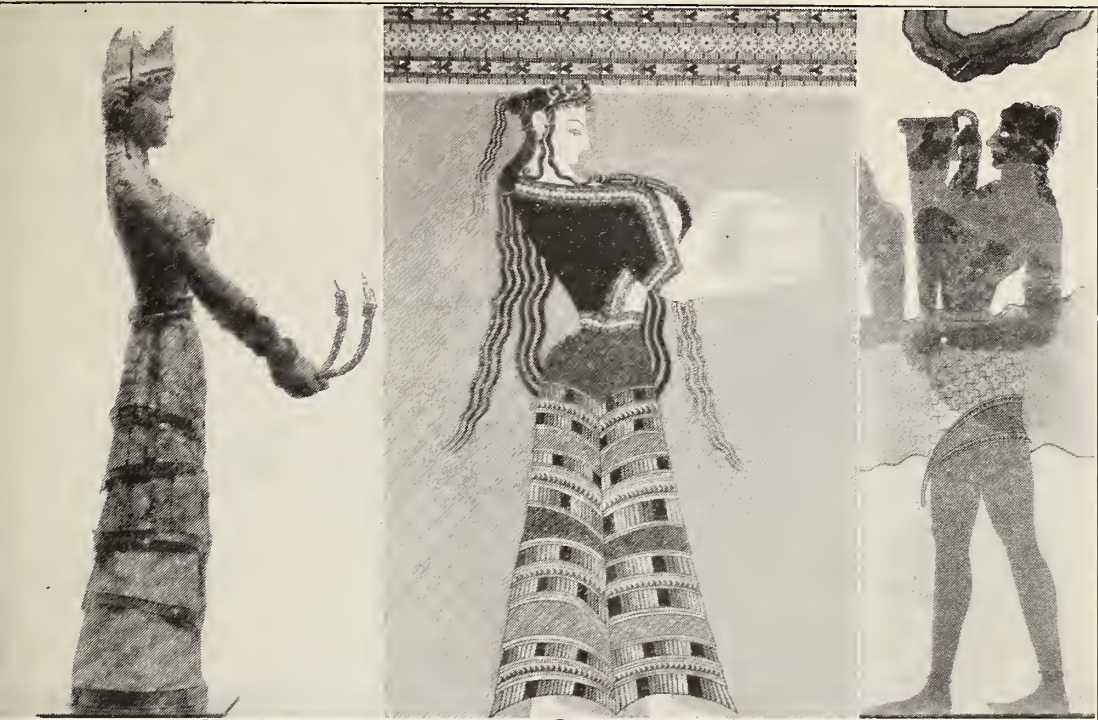




GREECE AND THE ISLAND OF CRETE, a doorstep leading to the mainland. Crete was annexed to Greece in 1913.

Egypt and Asia Minor. They had dark skins, but they were of the white race. They were probably Semites, and it seems likely that they lived happily here for centuries. The warm, mild climate made it a pleasant place to be. By about 2500 B.C., the country was well organized. They had a king and a plan of government. The king was called Minos, as a king of Egypt was called Pharaoh.

Scientists have excavated pottery, carvings, and metals which



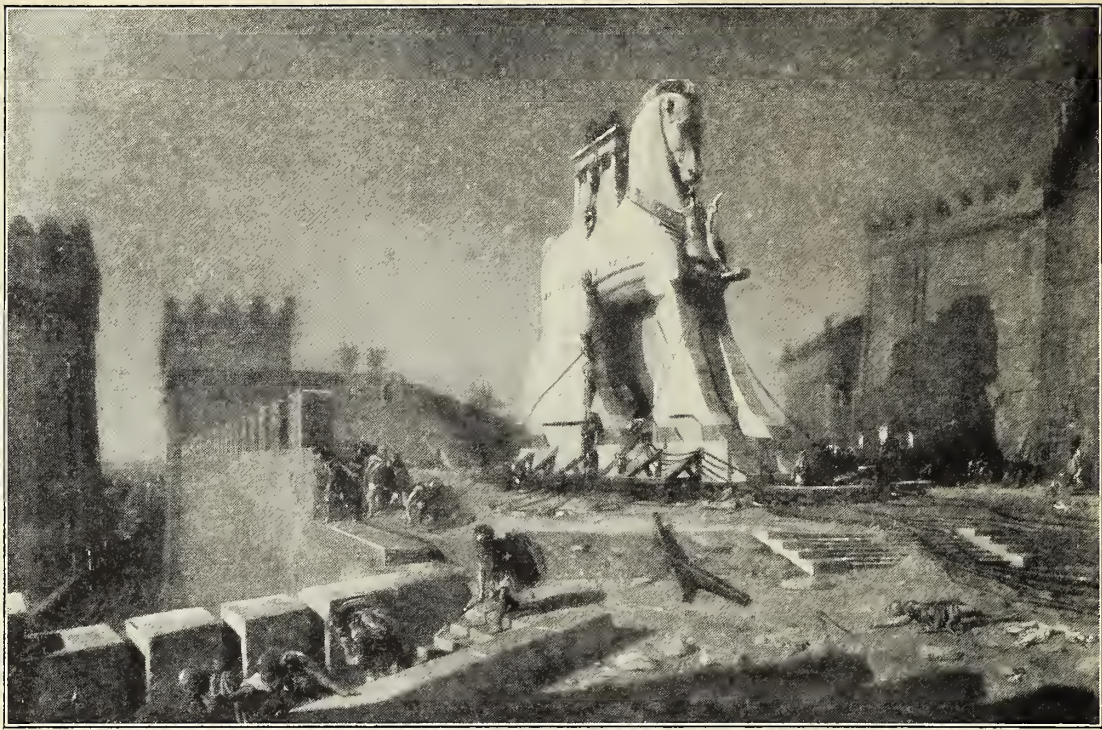
THE CRETAN SNAKE-GODDESS (*left*) is a gold and ivory statue. The woman carrying a casket and the cupbearer are famous wall paintings from the Palace of Minos in Crete. (*Courtesy of Museum of Fine Arts, Boston, and The Metropolitan Museum of Art, New York.*)

tell something of the early life on Crete. The people had bathrooms with tubs hewn from marble or stone, and water pipes of stone. It is believed that the people of Crete enjoyed sports and dramas. There are pictures of bullfights, races, and shows carved on old walls and painted on pottery. This pleasant life went on for a long, long time until invaders came. Knossos was finally destroyed, but just when and how we do not know.

#### COMING OF THE HELLENES

The people who first lived in Greece (the mainland) came from the north. They were lighter in complexion than the people of Crete. They were Aryan-speaking tribes who probably came from the valley of the Danube. They called themselves Hellenes. It is possible that they attacked the Cretans and destroyed Knossos. For many years it was the spirit of





THE FAMOUS TROJAN HORSE was left by the Greeks at the gates of Troy. The artist has pictured the Greek warriors cautiously leaving the wooden horse for their surprise attack on Troy. (*Courtesy of The Corcoran Gallery of Art, Washington, D. C.*)

people to attack each other. The people of one settlement would steal from another. They would even steal people and make them slaves. The people of Crete, Greece, and Troy all did this. Such acts led to bad feeling and bloody battles.

The people of Troy, a city in Asia Minor, attacked the Greeks many times to steal their youths and maidens for slaves. At last, about the twelfth century B.C., came a war with Troy. The war went on for several years, but the Greeks could not capture the city. Finally, according to a legend, the Greeks planned a trick for taking Troy. They left a great wooden horse, filled with soldiers, just outside the walls. The Greek ships carrying the rest of the army then pretended to sail away. The Trojans wondered what this horse was. Perhaps it was a fine gift for the people of Troy, but it was too large to pass through the gate in the city wall. What should they do? They decided to tear down



the walls and take the wooden horse inside. That is what they did. They did not know that the horse was filled with Greek soldiers. At night the soldiers inside the great horse leaped out. In the meantime the Greek ships returned to help them. What a battle followed! The walls were already broken, so the Greeks could now take the city and conquer the Trojans.

### A CLASS DISCUSSION

Few people can own, or wish to buy, all the books they would like to read. However, there are many, many libraries where books can be borrowed. Discuss with your teacher and class where the best libraries are from which your class might borrow books and possibly pictures and other materials. You may wish to use the following suggestions:

1. Write a letter to your State Superintendent of Schools asking him to send you information concerning libraries in your state from which you might borrow books.
2. Write to your state university asking them what plan they have for lending books to schools.
3. Write a letter to your County Superintendent of Schools asking whether or not the county has a library from which you might borrow books.
4. You may know a librarian whom you may interview concerning your library problem.

Plan to help yourselves by earning some money which can be used for paying the small fees for expenses that may be charged by libraries. You may earn enough to buy some books that you would like to have for your library.

Write and present a play, "Gifts from the Old World." The play might begin with a scene showing a group of classmates not wanting to include a new member of the class in their games because his name is "foreign." One of the group might remark that we were all foreign a few generations ago and that many things we enjoy today are gifts from the Old World.

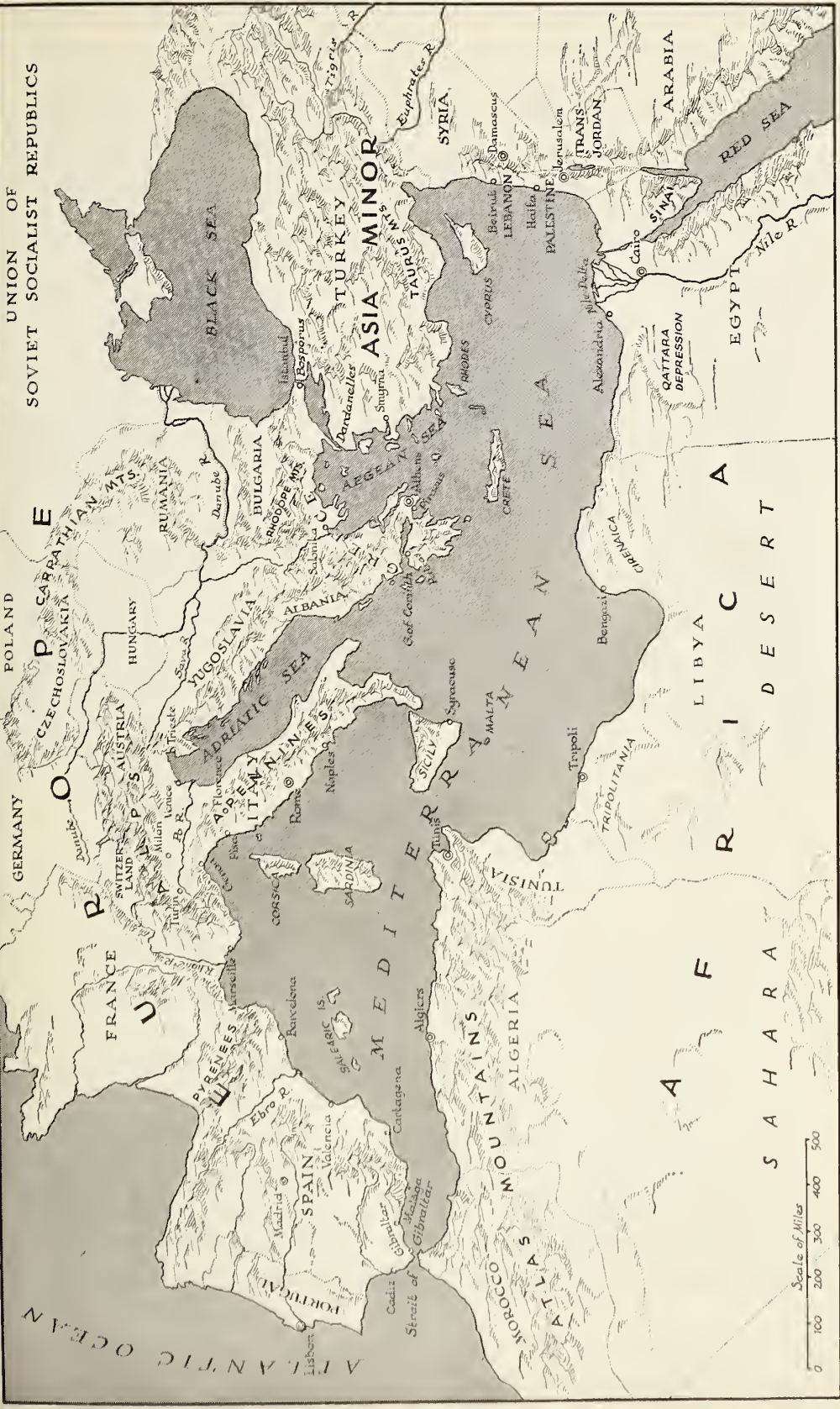
## 2. GREEK CITY-STATES

*Greek cities were states.* That is a strange statement, but it is true. In Greece, as in other places, the boundaries of countries were not marked as they are today. The word "citizen" once meant a person who lived in a city. Now it means a person who lives in a state or country. Long ago, cities were sometimes surrounded by a wall for protection in case of attack. The nearby fields were a part of the city-state, but the city was the important part of it.

Travel was so difficult that people could not go on long journeys as we can now. Most people traveled on foot or, at best, with donkeys, camels, or small boats. There were horses in only a few countries at that time.

The two most famous cities of ancient Greece were Athens and Sparta. We shall learn something about them later in this unit. Sparta today is of little importance, but Athens is still the great city of Greece. We shall make an imaginary visit to Greece and to these cities. What were they like centuries ago? What of Greece today? Why should we be interested in the story of Greece? We shall see.

*Let us look at the map, page 73.* What are some of the important things we can discover? We see at once that Greece is not far from Asia Minor and Egypt. We see many islands near it and that it is in an important part of the Mediterranean Area. We see that a traveler coming from America could sail through the Strait of Gibraltar and on past Italy to this ancient land. As we look more closely, we see a spot called Piraeus. This has been a famous seaport for centuries, and it is important today. Just beyond it we see a spot marked Athens—the great and ancient city of Greece. On the map on page 68, Sparta is shown to the southwest of Athens. Centuries ago there were many other city-states in Greece besides Athens and Sparta.



UNION OF  
SOVIET SOCIALIST REPUBLICS

THE GREAT MEDITERRANEAN AREA, for centuries the scene of explorations and fiercely fought battles.



We know that the climate of the Mediterranean is mild and that the sea keeps the temperature from changing quickly. The winds from the south pass over the hot sands of the Sahara Desert in northern Africa and are warm and mild when they reach Greece. High mountains to the north keep the cold winds from blowing down upon the Mediterranean coast. This whole region is protected from the cold, and the climate is delightful. There are warm, even hot, days, but if one rests in the shade the sea breeze is cool and refreshing.

We can tell by the map that there are many mountains and hills in Greece. On the highest mountains there may be light snows, but most of the country enjoys a mild climate. There is a rainy season during the winter months which gives moisture for growing crops the following summer. The summers are usually dry with only a few light showers. In some parts of the country farmers irrigate their land and so produce very large crops. As we look at the map we see no broad valleys, such as the valley of the Nile. The land is rough and broken by mountains, hills, and bluffs. There are small fertile valleys and slopes for grazing, but they are not enough to support a large population. The lack of good land for farming has long been a problem in Greece. How to produce enough food for all the people is still a serious question in this small country.

It is believed that as the Hellenes came down from the north they wandered about through the hills and along the valleys. They found the climate mild and pleasant. There was enough fertile land to furnish them food. As their number increased they looked about for more and better land. They also began to learn from the Cretans or Aegeans.

They learned how to make and use the iron weapons of the Cretans. They learned how to build ships and how to sail them. The Hellenes were becoming wise and powerful. With their weapons, ships, and knowledge, they were able to conquer other



**THRESHING WHEAT.** Even today oxen are driven round and round over the stalks to separate grain and straw. Then the straw is pitched aside and the grain is gathered. The hilly, rocky land shown in this picture is typical of Greece. (*Photograph by Ewing Galloway.*)

colonies. One after another of the settlements or colonies fell into the hands of the Hellenes or Greeks. Greece was on its way as a great nation. To this day our civilization is influenced by what happened in Greece long before the birth of Christ.

*One of the best things we can learn from the Greeks is their loyalty to their own cities.* They worked together, they made good plans, and they governed themselves well. They believed in being modest about what they did no matter how well it was done. They believed in representative government for each small city-state. For centuries the Greeks resisted any great



authority which might be placed over them. Life in these cities was good. Parents planned well for their children, and the children respected their parents. The Greeks had a good community life.

Since the population of a Greek city-state was relatively small, each man was considered important. He was not lost among great numbers of people. The people understood each other well. Each family had its own home although most of the homes were simple. There was no great ruler living in luxury in a palace. Each family was a part of the community and felt responsible for keeping it prosperous and good. The people were interested in beautiful public buildings, well-planned gardens, good stories, and plays.

#### INFLUENCE OF MOUNTAINS AND HILLS ON HISTORY

*Cities were built on hills.* Most of the Greek cities were built on hills because they could be defended more easily. Walls were built as a protection in time of attack. Many farmers lived in the nearby valleys where they tilled the fields, but in time of danger they would flee to the city for protection. The highest part of the city was called the *acropolis*. It was very well fortified against attack.

People came in from the countryside with their produce for the market. They brought grain, vegetables, and fruits. Sheep and goats were slaughtered for meat, and their skins were used in making leather. Most of the cities were near the sea, and fishermen, too, brought their wares to market. Each city kept to itself, much as if it were a small country.

*The Greeks loved independence.* These independent city-states of Greece encouraged freedom. We have seen from the map that there are many hills, mountains, and small valleys in this little country. It was not easy for the people of one community to visit another. An ambitious king could not easily con-





EVZONES, THE FAMOUS GREEK ROYAL GUARDS, pose in their national dress before the ruins of the Parthenon on the Acropolis. (*Photograph by W. Bosshard, Black Star.*)

quer all of Greece. There was no rich prize to be won, such as the Nile Valley, which a king might control. The result was that each community lived to itself, and a new thought about government arose. The Greeks in these small communities believed that the people should have much to say about their government. They believed in democracy and were probably the first people to make it work. At first each group or tribe had its chief, but later these groups became democratic city-states.

There were dozens of these little independent city-states or communities before the birth of Christ. Possibly the Greek people loved their independence so much that they did not unite as they should. Our own American colonies had great difficulty in uniting for their common good. It took a long time for us to become the *United States*. In a *union* like ours each state must give up some power to the rest of the states. Each must agree to get along well with all the others. In such a union, however, states or countries gain much more than they give up. They become a powerful nation and can exchange all kinds of goods and work together.

#### A LISTENING LESSON

Read again pages 67 to 72 of this book. As you read, make a note of topics that are of particular interest to you. When you have finished reading, select one of your topics and write an interesting paragraph about it. You may wish to find information in other books to add to your paragraph.

Have a clean sheet of paper on your desk. Read the paragraphs in class. After each paragraph is read, write the reader's name and, very briefly, the topic of the paragraph that was read.

If your class is large, you may wish to have a few paragraphs read each day until all the paragraphs have been read. Keep your own score of the topics you had right.

Are you one of the best listeners?

### 3. ATHENS AND SPARTA

*Life was hard in ancient Sparta.* The Spartans were a rugged race of warriors, willing to face any danger. They were proud of military glories. These people lived in Sparta, a city on the peninsula called the Peloponnesus. The Spartans were independent, as were the people in other cities of ancient Greece. They believed in plain living. They were temperate in drinking and ate only the plainest foods. Their one great interest was military drill and physical training. A boy was taken from his mother at seven, and until he was twenty he lived and ate in a public institution. He knew no home life. From twenty to thirty he was a warrior and lived in barracks.

The boys were hardened by sleeping on beds of straw with little covering. They wore neither shoes nor hats. Their clothing was light, and it was the same throughout all the seasons of the year. Each boy must be ready to defend himself, forage for food, and with his bare hands gather grass and reeds for his bed. Little time was given to books. He learned a little arithmetic and some music, but most of the time was spent in physical training. The hard life of Spartan boys made them good warriors. They were flogged to teach them to endure pain and were trained to be cruel to their enemies and to obey their superiors. Spartans cared little for beauty. They were poor traders and poor farmers but were really great warriors.

There came a time when the Spartans attacked Athens. The war lasted for years. At last Athens was defeated, but Sparta gained little from her victory. Today Sparta is of little importance. Travelers visit the old ruins, but Sparta did so little to build up the country and to develop civilization that few people are interested in her.

Sparta was ruled by two kings. It is thought that each was suspicious of the other. The real rulers were the old warriors



who made up the Council. The Council managed the government. The armies looted other countries and brought back slaves to do the hard work.

*The most famous and beautiful city of Greece was Athens.* It is sometimes called "the eye of Greece." It is a large and beautiful city today and so it was long, long ago. Ancient Athens means the city as it was over twenty-three centuries ago. The building of the city had gone on for centuries before that, but about 400 B.C. it was at the height of its ancient glory. It was then a strong walled city. It had been named for Athena, a civic goddess wise in peace and in war. As the story has it, Athena and Poseidon entered a contest to see which should name the city. Athena won and so it was called Athens in her honor.

Athens is beautiful for many reasons. It lies on a beautiful slope with the Acropolis overlooking everything else. The Acropolis is a great, flat, rocklike mountaintop. Part of it is natural; part has been built by man. The Acropolis rises three hundred feet above the city. The area of the top is ten acres. On it was built the Parthenon, a temple of great beauty. It is crumbling in ruins today, but models of it have been carefully made. A full-sized reproduction has been built at Nashville, Tennessee. This is pictured on page 81.

It is known that a beautiful stairway to this temple was built on the west. This was the only possible approach to it. There were marble steps, beautiful colonnades, and porticos in this approach to the Parthenon. The temple was a magnificent structure of white marble trimmed with black marble. At the entrance was a large statue of Athena, the patron and defender of the city. To the left of the entrance stood a beautiful temple. Part of it—Porch of the Maidens—still remains. The Acropolis was surrounded by the city on every side. Looking in any direction from the Acropolis, one could see a tower, temple, theater, or some other magnificent building.



THE PARTHENON AT NASHVILLE, TENNESSEE, is a reproduction of the ancient Greek Parthenon and is known as one of the most beautiful buildings in the world. Each year many visitors admire the Parthenon at Nashville. (*Courtesy of Chamber of Commerce, Nashville.*)

We have been speaking of material things in Athens. Do you understand why these wonderful structures could be built only by people who were intelligent? Athenians, during the days of Pericles, did wonderful things.

#### FAMOUS PLACES

Pericles was a great statesman of Athens about 450 B.C. He was a friend of all the people and believed that any good citizen should have the right to hold office. Before he came to power, the government was in the hands of rich and powerful men. Pericles stood for good government by the citizens, for good education, and prosperous trade. He led the people of Athens





THE OLYMPIC GAMES. A winner in the Olympics brought great glory to his family and his state. He was welcomed home by a triumphal pro-





cession. There were various races, but prizes were also awarded for works of art, poems, histories, dramas, and other accomplishments.

in making it the greatest center of culture the world has ever seen. The people produced great plays, fine sculptures, and beautiful buildings. Many Athenian citizens were highly educated. But what of Athens today? Shall we visit it in our good ship *Imagination*?

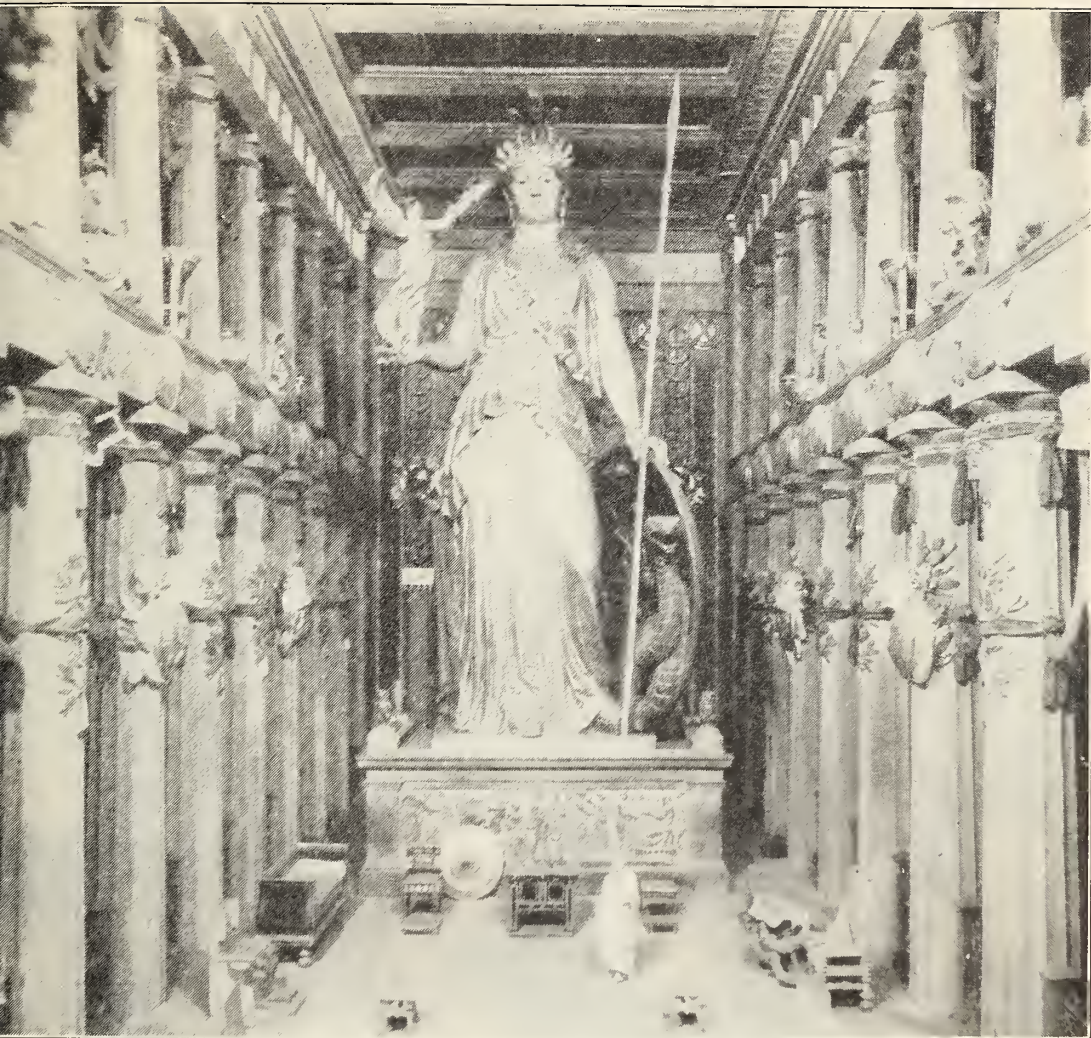
*Piraeus was the seaport of Athens.* If we were to travel by ship from New York to Athens, we would leave the ship at Piraeus. Piraeus is one of the busiest ports in the Mediterranean Sea, and in the days of ancient Athens it was the busiest port in all the world. It is about five miles from Athens. Wise Pericles knew how important this port was. He had walls built on each side of the road from Athens down to Piraeus to keep enemies from cutting off Athens' supplies. Why was this important more than two thousand years ago? In time of war today we guard our harbors with great care. Why do we do this?

*We leave our ship at Piraeus and are quickly whisked in a taxi to Athens as it is today.* We know something of what it once was, but how is it today? Is it much as it was twenty-five centuries ago? We shall see. We ride in an automobile to a comfortable hotel. There are telephones and electric lights, modern plumbing and attractive furniture. Things are somewhat different from those we have at home, and yet they seem much the same. We are either in a modern city or a city with modern conveniences! We shall find out about this city which seems both new and very old.

Athens today is a city of nearly half a million people. The city is both ancient and modern. The modern part, the Neapolis, is built nearly all the way around the old Athens. It has broad streets and buildings like those in any modern city. Piraeus is now a city of 250,000. Since these two cities are only five miles apart, they are the great commercial center of Greece.

*There are many towns or small cities among the hills of Greece.* It is difficult to visit them because of poor roads and





THE GOLD AND IVORY STATUE OF ATHENA as it stood inside the Parthenon. (Courtesy of The Metropolitan Museum of Art.)

a shortage of transportation. Roads are being improved, but many communities are still quite shut off from the rest of the world.

*During World War II Greece was attacked by the Italian and German armies. The Greeks fought back with great bravery, but they were conquered by the Germans. During the German occupation there was great suffering. Now the Greeks are eager to make their country better in every way.*

But let us look about and learn more of this interesting coun-





THE ATHENIAN MARKET PLACE, or Agora, was the center of town life in Athens. In the market place, built below and to the northwest of the





Acropolis, the Athenian men spent much of their time. It was used for trade, as a social gathering place, and for some political activities.

try. It is backward today but was once the most famous country in the world. We know that life in ancient Greece has influenced the life of the world. We want to know why this is true. What should a citizen of the United States know about Greece?

#### GOOD GOVERNMENT IN ATHENS

*Government by the people began in Greece.* Athens was ruled by kings for many years. These kings were often cruel, and the people called them *tyrants*. As the people became more intelligent they resolved to change their government. They believed that the citizens could and should rule themselves. They determined to set up a government by the people, which they called a *demos*. Our word *democracy* comes from this Greek word. The Greeks were the first to show what a democracy might be.

*This is the way the government of Athens was organized.* A council of about five hundred noblemen made the laws. There was also a very large assembly of about fifty thousand citizens. They could meet and discuss the laws but they could not pass laws. These discussions of laws were very helpful. The council learned from the assembly what the people really wanted. Every citizen was expected to take part. This meant that everyone should be able to think clearly and speak well. In what way was all this a good plan? Was it democratic?

Since Athens was a small city-state, the leading citizens could come together almost as people do in a village meeting. As Greek citizens met in the street or at the market they talked about their government. If an officer was unjust, they talked it over in much the same way that our people "talk politics" today. If a person was thought to be dangerous to the state, the citizens voted against him. If six thousand votes were cast against him, he must leave the country. Instead of a paper ballot they marked a piece of pottery called an *ostrakon*. Voting in this way gave





NEW AND OLD ATHENS. Note the busy street of today with the ruins of the Acropolis in the background. (A. Schiebsle, from *Black Star*.)

us a new word. When a man was voted out of the country, he was said to be *ostracized*. What have you heard about this word?

*Even the army of Athens was controlled in a democratic way.* The Athenians had fine soldiers and a good army, but they were more interested in education, art, and in beautiful streets and buildings than in war. Still, they had a general for each of the ten Athenian tribes. These ten generals were responsible for protecting Athens. They were chosen annually by the people. If a general was very able, he might be re-elected many times. It is said that Pericles was re-elected thirty times.

*The greatest legislator of Athens was Solon.* He was called the lawgiver. He helped the people make a new constitution (about 600 B.C.) and wrote many laws dealing with trade and commerce. Solon was interested in good laws for all men. His laws made it impossible to enslave a man for debt. He gave

the people the right to a trial by jury. A part of his plan was for both rich and poor to hold office. Salaries were paid to office-holders so that a poor man might serve. Men could be chosen to the assembly when only twenty years of age. Do you agree that Solon was a great man and that he was helping the Athenians to form a democratic government?

*Citizens met and talked at the market place.* The ruins of an ancient market place in Athens can still be seen. A marble gateway of four great pillars nearly thirty feet in height leads to the old market place. There is an old stone tablet here, and on it are carved figures. It is believed that these were approved prices for things sold in the market. Thus centuries ago prices were regulated by vote of the people. Can you not see these independent Greeks striding about buying goods at fixed prices and talking about the government?

We do not know all the things that were bought and sold. Probably fine linens, silks, perfumes, and spices were brought from distant countries in the East. Greek ships were sailing to distant ports. Some traveled as far as Britain where tin could be had. This tin was very useful in making bronze. Rugs and tapestries were brought from Persia. Local traders brought fruits, vegetables, fish, and meats. Skilled workers made and decorated fine pottery. Marble workers brought vases and ornaments of many kinds. It was a busy market place hundreds of years ago.

#### UNPRINTED RECORDS ON VASES AND URNS

*The Greeks made beautiful vases and urns.* In almost any book about Greece, you will find pictures of Grecian urns or vases. They were made of pottery or carved from marble and stone. They are beautiful in shape and design. To this day artists study them because of their graceful forms.

Many pictures are painted or carved upon these vases. These

pictures are very useful to us because they tell the story of life in ancient Greece. They show children at play with their toys. They show musicians strumming their harps and playing flute-like instruments. Pupils are shown as they recite lessons to their teachers. There are pictures of famous orators making speeches. There are many, many pictures of warriors. We can see what kind of furniture was used. There are pictures of ships and scenes of travelers and men at work. These records have been kept through many centuries. They are much better for us than if they had been printed or drawn upon paper. Paper such as we now have was then unknown. Had paper been used, the records would have been destroyed long ago.

### FOR YOU TO DO

The beginnings of sentences are listed in Column A. You will find the right ending for each sentence in Column B. Match the beginning of each sentence with the ending that completes its meaning. Copy the sentences in the order they are listed in Column A.

#### *Column A*

#### *Column B*

- |  |                                    |
|--|------------------------------------|
| 1. Greece is about the size              | at the height of its glory.        |
| 2. Crete was well organized              | called themselves Hellenes.        |
| 3. Pericles believed that a good citizen | by a trick.                        |
|  | is a problem in Greece.            |
| 4. The first people of Greece            | were well educated.                |
| 5. Athens and Sparta were                | by 2500 B.C.                       |
| 6. The people of Greece conquered        | of beauty to the world.            |
| Troy                                     | of New York State.                 |
| 7. The lack of good farming land         | one who lived in a city.           |
| 8. The word citizen first meant          | should have the right to hold      |
| 9. We have inherited Greek records       | office.                            |
| 10. The Athenian boys                    | learned to be good warriors.       |
| 11. All Spartan boys                     | the most famous Greek city-states. |
| 12. Democracy thrived in Greece          | carved in marble.                  |
| 13. The Athenians gave the gift          | because the people understood      |
| 14. About 400 B.C. Athens was            | each other.                        |



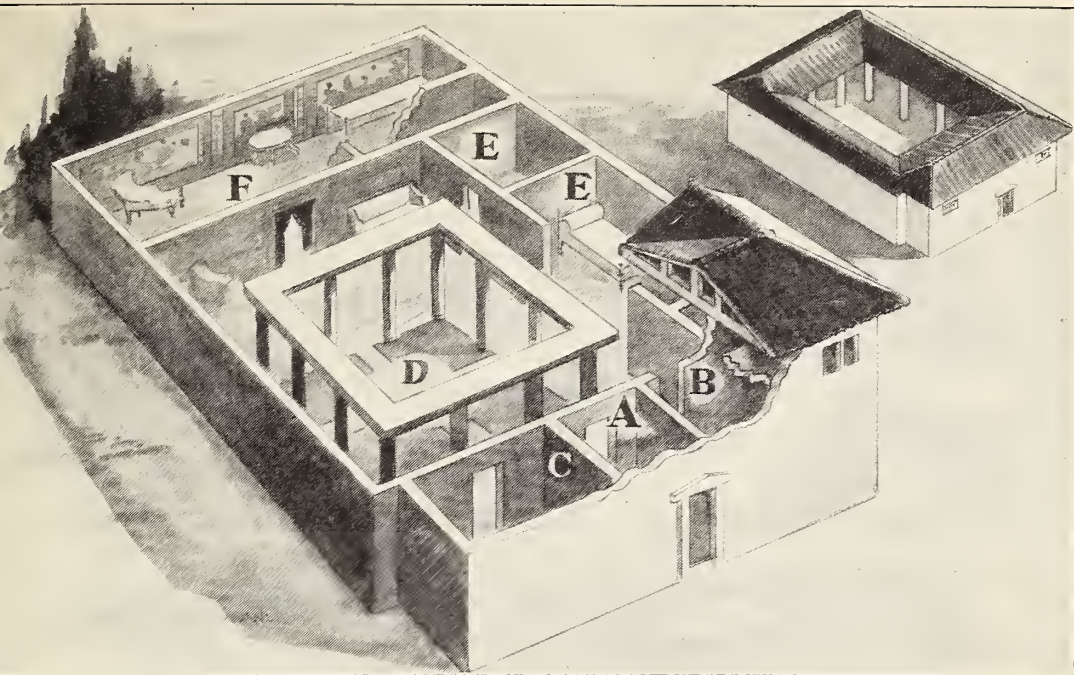
#### 4. LIFE AMONG THE GREEKS

*Not all people in ancient Athens were citizens.* Actually there were more slaves than free men. The slaves did the hard work, so the citizens had more time for thinking about the government and for planning their business. Slaves made the clothing, tilled the soil, did the cooking, and built the houses. Even the teachers were often slaves. The word *pedagogue* comes from the Greek word meaning "leading a boy." The teacher or pedagogue *led* the boy in his learning. These slaves were intelligent and were often well educated. Even the superintendent of the farms and the lands was usually a slave. It was his duty to keep careful accounts and bring them to his master.

*The home life of the Greeks was simple but fairly comfortable.* The old Grecian houses were built around an open court. There were no windows because glass for making windows had not been thought of. Around the court were the kitchen, dining room, living rooms, and bedrooms. In good weather the family spent much time in this open court where it was light and airy. Often a fountain was built in the center. Large vases held plants and flowers. Statues and ornaments were to be found in the better homes.

The ladies of the household did not mingle with the men. It was their duty to manage the home and direct the work of the slaves in sewing and cooking. The cooking was done in a room in the far corner of the house. There were no stoves in those days, so cooking was done over a pot of glowing coals. Dining in a Greek home was a very simple affair. The Greeks believed in moderation and temperance in all things. Great feasts were not common. Neighbors often came in to dinner, but the interest was more in conversation than in food.

The Greeks were usually neat and tidy. Their simple houses and furnishings made this possible. They were clean and well



GREEK HOMES usually included: A, Entrance; B, Shop, or place for keeping animals; C, Porter's Room; D, Court; E, Small Bedrooms; F, Large Living Room. The court was open for light and air (see small drawing).

groomed and their clothing was simple. The men kept their hair and beards carefully trimmed. The women wore beautiful ornaments and were very graceful in dress and manner.

#### RELIGION IN ANCIENT GREECE

*The Greeks were interested in religion.* The greatest of the Greek Gods was Zeus. He ruled over all the heavens and all the earth; over all gods and all men. The Greeks believed that Zeus hurled the thunderbolts and managed the storms. Zeus guarded the stars and almost everything else in the heavens and on the earth. The early Greeks believed in many gods. They thought that the gods lived on Mount Olympus, the highest mountain in Greece. There were twelve chief gods and goddesses and ever so many others. Each of the twelve chief gods and goddesses had two names—one Greek and the other Roman. For example, the Roman name for Zeus was Jupiter.

Perhaps it will be helpful to give a list of the Greek and Roman names of the twelve gods and goddesses.

<i>Greek</i>	<i>Roman</i>	<i>Greek</i>	<i>Roman</i>
Zeus	Jupiter	Aphrodite	Venus
Hera	Juno	Hestia	Vesta
Hermes	Mercury	Ares	Mars
Apollo	Phoebus	Hephaestus	Vulcan
Athena	Minerva	Poseidon	Neptune
Artemis	Diana	Demeter	Ceres

We can think of Zeus and Hera as the great king and queen of all the gods and goddesses. The ancient Greeks, with their lively imagination, made up wonderful stories about the gods which we tell and read to this day. Sometimes we use the Greek name of a god and sometimes the Roman name. The god of war was called Ares by the Greeks and Mars by the Romans. Today the Roman name Mars is more likely to be used in cartoons and articles about war. Apollo was the sun-god and the god of music and song. We use this Greek name much more than the Roman name, Phoebus.

We speak of the stories of the Greek gods as myths. Myths mean fanciful tales which may be very interesting but are not true to facts. The great Greek author, Homer, wrote many of the legends about the gods and goddesses. Our own stories about Jack Frost and Halloween witches, for example, are in a way similar to the Greek myths.

#### EARLY STARGAZERS

*Many ancient Greeks did not know that the earth was round.* Most of the people thought it was shaped like a saucer. As you look from a high wall across fields and valleys, do you see why the Greeks may have thought the world was shaped like a



saucer? Try making an argument, just for fun, that this is the shape of the earth. This earth, as they thought of it, was covered by a solid blue dome—the sky—which they studied with great interest. The Greeks patiently observed the planets and gave them their names.

*Many groups of stars or constellations were named by the Greeks.* Orion is one of these constellations. Orion was seen as a great hunter with his belt and sword. Three stars in line form his belt, and a curved line of smaller stars forms his sword. According to the story, Orion was slain by Artemis for making love to Eos. He was then changed into a constellation.

There are also the constellations of the Big Bear and the Little Bear. We usually call them the Big Dipper and the Little Dipper. Callisto was a beautiful mother who had a little son named Arcas. Hera became very angry with Callisto and transformed her into a bear. Her son Arcas became a hunter and was about to kill the bear—his mother. Zeus saw the danger, changed them into shining stars and set them in the heavens. Hera was still angry and so to show her anger she would not allow these stars to rise and set but kept them moving around and around. Look at the sky on any clear night and you will see them. They are always there.

*The Greeks also believed in a region for departed souls.* This was under the earth. It was called Hades and was ruled by Pluto. Beyond Hades to the west were the Isles of the Blessed, or Elysian Fields. Greek heroes were believed to go to these beautiful lands after death. In order to reach these lands, the souls passed beyond Hades to the rivers Styx and Acheron. They were then rowed across the rivers to dwell in a beautiful land forever.

*The ancient Greeks built beautiful temples to their gods.* They did not, however, hold services in them as we hold services in churches today. They were places of great beauty to be seen

rather than used as meeting places except on great holidays. The most famous of these beautiful temples is the Parthenon in Athens.

*The Greek oracles were also of great importance.* They were consulted to learn the will of the gods. These oracles were tended by priests or priestesses who were supposed to send messages to the gods and get answers to the messages. Often the answer was given in a form that could have more than one meaning. These answers were something like the statements of fortunetellers today. Usually they were worded so that they would eventually be sure to come true. The oracle at Delphi was the most famous of all. There was a great crack in the rock at Delphi where fumes and vapors came out. Apollo, the god of wisdom, was believed to dwell there.

#### SOME GREAT MEN OF GREECE

*Aristotle was, perhaps, the wisest of all the great Greek scholars.* He is usually called a philosopher. Aristotle was one of the first real scientists and was greatly interested in plants and animals. He was also interested in good government and believed that men could govern themselves. He taught people how to get along with one another. Do you see why this was important? Aristotle wrote books about politics, animals, the weather, and many other things. In addition, he was famous as the teacher of Alexander the Great.

Aristotle's teacher, Plato, was also a very wise man. He wrote even more about government than did Aristotle. Plato's teacher was Socrates, a homely but great man who trudged about Athens asking questions. His purpose was to help people think more clearly. He used to say that he knew nothing, although he had great wisdom. By asking questions in the right way he could teach young men many important things.

As Socrates went about his teaching, gossips said that he



THE DEATH OF SOCRATES, painted by Jacques Louis David, shows the grief of his followers. (Courtesy of The Metropolitan Museum of Art.)

was ruining the youth. This was not true, for he had been a good citizen all his life. He had helped many, many young men in their learning. It was also charged that he did not believe in the Greek gods. This was probably true. At last he was brought to trial and found guilty. He had the choice of going to another state or of drinking the poison hemlock. He would not leave his beloved Athens. He drank the poison hemlock in the presence of his good friend Plato. Plato said of him, "Thus died the man who of all with whom we are acquainted was in death the noblest, in life the wisest and most just." Later the citizens of Athens regretted what they had done. Socrates was one of the greatest men of all time.

*Demosthenes was the greatest of Greek orators. Since every citizen was expected to discuss politics, many became good speakers. Have you noticed how a classmate may speak better*



DEMOSTHENES  
practicing  
speeches on the  
seashore. (*Paint-  
ing by Lecomte  
Du Nouy.*)



and better with practice? We expect our Senators to be very good speakers because they often discuss politics. At first, Demosthenes was not a good speaker. People jeered at him because his voice was weak and he did not pronounce his words clearly. This nettled him, and he determined to become a good speaker. It is said that he went to the seaside to practice. He learned to speak so loud that his voice could be heard above the roar of the waves. He practiced speaking with pebbles in his mouth. He thought that if he could speak plainly with pebbles in his mouth, surely he would be able to speak clearly without them. Demosthenes then wrote his speeches with great care. He was determined to become a great orator. He suc-

ceeded so well that many people think he was the world's greatest orator.

#### THE FATHER OF MEDICINE

*The Greeks believed in good health.* We have already learned that they took exercise, ate plain food, and kept clean. These are important things in good health. The Greeks were also interested in the practice of medicine. People of the past, like people of today, have tried to learn how to cure disease. Primitive tribes have their medicine men. We have our skillful doctors and great hospitals. A famous Greek by the name of Hippocrates has been called the "Father of Medicine."

Hippocrates traveled and studied medicine many years. Wherever he went he tried to learn better ways of treating disease. He was the first to separate medicine from religion. Before his time, medicine men blamed disease upon the gods. Hippocrates thought the gods had nothing to do with disease or healing. He studied the diseases and found that they came from natural causes. He taught his patients to rest quietly, get plenty of fresh air and sunshine, and to eat nourishing food. He said: "Diseases are not the work of gods or demons. If a man neglects nature's laws, he suffers."

Hippocrates taught many young doctors before medical schools were established in Greece. He is called the father of medical science. Hippocrates drew up a set of rules that doctors should follow in their medical practice. These rules are called the Hippocratic Oath. It is a solemn promise to practice medicine only in the best possible way. Our doctors today take this oath when they graduate from medical school.

#### GREEK SCULPTURE

*The Greeks were artists in marble and stone.* The ancient Greeks were famous in many, many things. They were, indeed,

highly civilized. Their sculpture is very famous, and it is fortunate that it can be seen and studied just as they left it. We have records about Hippocrates and his practice of medicine, but they are not so clear. If a sculptor carves a figure in marble, it may remain for centuries. The Greeks at first made crude figures. Then they began to make some of the finest the world has ever known. Some were figures of real people, others were of gods and goddesses. These figures of gods and goddesses were fanciful and required a lively imagination.

The Greeks became so skillful that their carvings in marble are still models of perfection. The statue known as the "Venus of Milo" or "Aphrodite of Melos" is as fine as any statue ever made. It was carved in marble over two thousand years ago. It is now in the Louvre Art Gallery in Paris where thousands of visitors go to see it. Artists and sculptors study it with great care because it is so perfectly done.

Another figure which is almost as famous is the "Winged Victory." Although the statue is carved from solid marble, the delicate flowing robes are beautifully shown. It suggests action and life. The "Discus Thrower" by Myron is a marvel of beauty and action. Copies of this statue have been made and sent to all parts of the world. It is very popular with athletes and lovers of sports.

#### GREEK COLONIES

*The Greek world expands.* As the Greeks grew in intelligence and numbers they pushed out beyond the homeland. With a larger population they needed more food. The small valleys of the homeland could not produce enough. Some of the Greeks began to find their way to the north and along the western shores of the Aegean Sea and on to the Black Sea. Settlements were started all along these shores, and many of them became new city-states.





DISCUS THROWER (*left*) by Myron, famous for his statues of athletes and animals. The statue as reconstructed is doubted by some to be accurate. WINGED VICTORY (*right*) is a graceful statue. (*Courtesy of The Metropolitan Museum of Art and The Louvre.*)

Other exploring parties traveled westward and to the south. Many went to Italy, particularly to Sicily where they started a colony. One can visit Syracuse on the island of Sicily today and see the ruins of the old Greek theater and other structures built by the Greeks. Some reached the mouth of the Rhone River and started a city. It is called Marseilles, France, today, but the Greeks called it Massilia.

In all of their travels the Greeks were learning. They were getting new goods and also new ideas. They were learning how to trade well. They found the people to the east of them using coins as money. Why should not Greece have coins, too? They were soon making them. Some were artistic in design as we can see in those which still exist. In trade and business the Greeks used numbers or figures which they had learned from the

Arabs. They also improved the alphabet of the Phoenicians and used it. Life was interesting and pleasant in ancient Greece, and the world would long remember it.

### WORKING TOGETHER

1. Make a large sketch showing the plan of a Greek home.

Sometimes, when he is ready to discard them, a merchant will give you large cardboard signs. These signs can be covered with wrapping paper and will make excellent backgrounds for sketches or paintings.

The backs of advertising posters often make good paper for sketches or paintings.

2. Make an attractive model of a Greek home.
3. On long strips of paper, paint a picture of a statue of each Greek god and goddess. (See list, page 94.) Plan to make a border which suggests the part they each played in the religion of the ancient people. Plan a way to letter the Greek name *and* the Roman name for the god or goddess whose picture is on the chart.

### FOR YOU TO DO

Each statement below tells why some Greek was noted. Copy each statement and from the following list choose the name that tells who the Greek was. Write this name in the blank following the statement.

Pericles	Solon	Aristotle
Plato	Zeus	Hippocrates
Pluto	Myron	Demosthenes

He was a great statesman of Athens about 450 B.C. \_\_\_\_\_

He was the greatest of Greek orators. \_\_\_\_\_

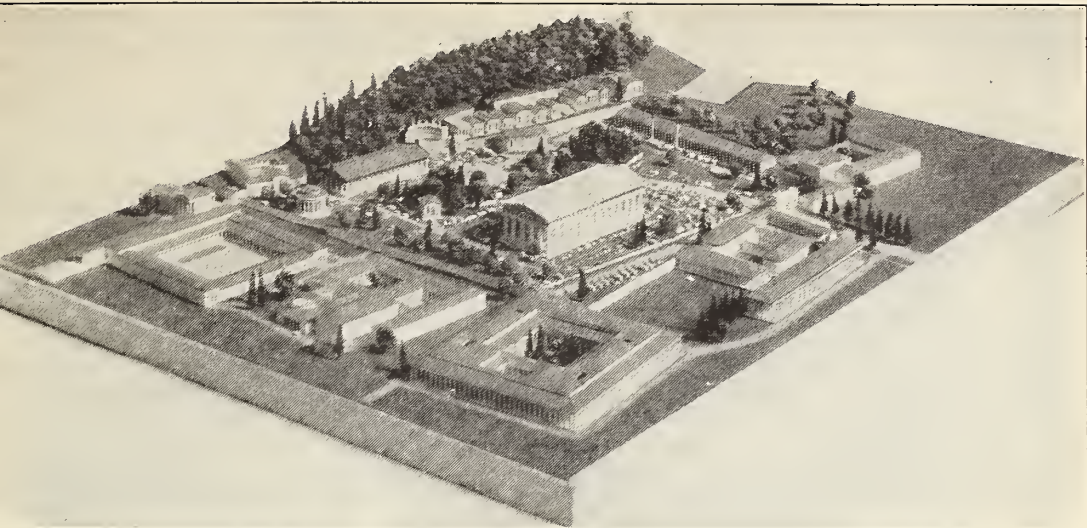
He sculptured the "Discus Thrower." \_\_\_\_\_

He was the greatest lawgiver of Athens. \_\_\_\_\_

He was Aristotle's teacher. \_\_\_\_\_

He was one of the first great scientists. \_\_\_\_\_

He is called the "Father of Medicine." \_\_\_\_\_



OLYMPIA, as it was about 150 A.D., included athletic buildings, a council house for officials, lodgings for guests, fountains, and private residences. (Courtesy of The Metropolitan Museum of Art.)

## 5. PLAYS AND AMUSEMENTS IN GREECE

*Did the Greeks believe in play?* Of course they did. From childhood to old age the Greeks were interested in play and amusements. The mild climate was ideal for play. People spent much time outdoors. Children enjoyed the sandy beaches centuries ago just as they do now. They built caves and houses of sand and splashed in the surf. Some of their toys have been preserved, such as dolls, rattles, and animals. Dolls and animals were often made with joints which made them appear very lifelike.

Boys and young men liked running and wrestling. Small boys practiced running, wrestling, skipping, and jumping on the sands. They liked to play leapfrog. Each hoped that some day he could join in the great contests for young men. This was much like our boys' ambition to play baseball. Many hope to play on big teams when they reach high school or college. The Greeks encouraged all boys to do well in sports.

*The Olympic games are famous all over the world.* Look at the map on page 68 and find the place marked Olympia. It is



northwest of Sparta. Today most of the old place is in ruins, but centuries ago, before the birth of Christ, it was a beautiful place. In Olympia were temples, fine statues, and beautiful grounds. There was the beautiful temple of Zeus and in it a great statue of Zeus, the ruler of all the gods. This statue was so perfect that it was known as one of the Seven Wonders of the Ancient World. Remember that the Hanging Gardens of Babylon was another one of the Seven Wonders.

The stadium at Olympia was planned for the foot races. The sides were terraced so that thousands of people could see the runners. The runners entered the stadium through an arched passage which gave a beautiful and dramatic effect. Can you imagine thousands of people watching these races? Only men were allowed to attend, but every citizen had a right to a seat. Near the stadium were a gymnasium and a theater. The stadium was so well planned that great universities in this country have used similar plans. Besides running, there were contests of jumping, leaping, wrestling, boxing, shot putting, throwing the discus, and throwing the spear.

The Olympic games were very important to all the Greeks. They were held in honor of the gods. Instead of being given a prize in money or a silver cup, the winner was crowned with branches of wild olive. The branches were cut with a golden sickle from the sacred olive tree which grew at the west end of the Temple of Zeus. The Greeks liked these simple honors. They believed the honor of winning was more important than a prize. What do you think?

After the winner received his crown he marched in triumph about the stadium and then to the temple. His name was inscribed among the names of the great. When he returned to his home city-state, there were more honors for him. Great crowds came out to greet him. Sometimes poems were written in his honor, or an orator made a speech of welcome.



CONTESTANTS FROM THE UNITED STATES marching in the opening procession of the 1948 winter Olympics at St. Moritz, Switzerland. (Photograph by Press Association.)

*The Olympic games were held every four years.* The time was early autumn. The people came from all parts of Greece. If two city-states were at war, they agreed to suspend fighting so that all might go to the games. Beginning in 776 B.C., these contests were held every four years for many centuries. They were so important that historians spoke of *olympiads*, meaning four years, in measuring time.

#### MODERN OLYMPICS

Emperor Theodosius ordered the Olympics stopped in the fourth century A.D., and they were not held again for fifteen centuries. Then there was a revival. In 1896—fifteen hundred years after they were discontinued—they were held again. They were

no longer just for the Greeks, but for all the world. Young men from many countries traveled to Olympia for the great, new, world-wide Olympics.

A new stadium was built at Olympia, much like the one that stood there centuries ago. There were seats for 70,000 people. The king of Greece was there to present the prize, and members of the royal family took part in the sports. The people throughout Greece were greatly pleased to have this great sports event revived. It was planned to hold the contest every four years, moving it from one country to another. This was done until 1916 when World War I prevented it. World War II prevented the contests in 1940 and 1944. The modern Olympics now have a world-wide interest and have been held in the following places:

1896—Greece	1924—Paris
1900—Paris	1928—Amsterdam
1904—St. Louis	1932—Los Angeles
1908—London	1936—Berlin
1912—Stockholm	1940—War
1916—War	1944—War
1920—Antwerp	1948—London

The modern Olympics have been changed to admit women as well as men to the contests, and, of course, both men and women can attend.

*Have you heard the story of the first marathon runner?* If you will look at the map on page 68, you will see a spot northeast of Athens marked "Marathon." It is about twenty-four miles from Athens. The Athenians fought a great battle against the Persians at Marathon in 490 B.C. So important was this battle, which the Athenians won, that a young man named Pheidippides ran all the way to Athens to tell of the victory. Just after he delivered



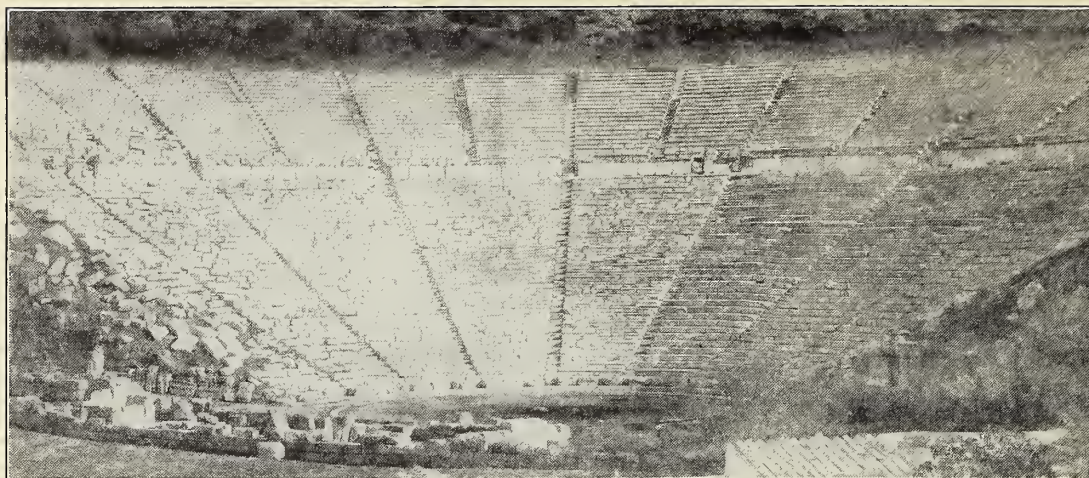
his message he dropped dead from exhaustion. The people were so impressed by his devotion that the story has been told many times. Many stories and poems have been written in different languages about this famous runner. We still use the word *marathon* for a contest that takes a long time or great endurance. One of the most interesting parts of the Olympics in 1896 was the running of this marathon again. Have you heard of races or contests in this country called marathons? What were these contests like?

#### THE GREEKS LIKED STORIES AND PLAYS

*The ancient Greeks were fond of the theater.* Many plays were written and performed. The Greeks built great outdoor theaters called amphitheaters. Since the climate was warm and mild, this was a good plan. The theaters were built on a slope so that each row of seats was higher than the next. In those days there were no electric lights—in fact, there was no theater lighting as we know it today. The plays were given in the daytime.

The stage was built of stone and marble. It was a platform with no drop curtains or wings as we have them today. The audience sat on the stone benches, which were beautifully carved. No doubt a great crowd seated in one of these outdoor theaters on a fine day did enjoy the play. The light was clear; the actors were trained to speak well and they wore fine costumes. There were no noises from trucks, trains, and machinery as there are today. Going to the theater was a part of Greek life. Since so many people liked to go to these performances, the theaters were often large. Perhaps the theater of Dionysus, built on the hillside at Athens, was the most famous.

There were also theaters in other cities—even in the city of Syracuse, Sicily. This was one of the colonies of the Greeks, at one time. This old theater in Sicily can still be seen. A part of it has been repaired in recent years so that Greek plays can be



THE THEATER AT EPIDAUROS (*top*), one of the loveliest of the Greek open-air theaters. The stadium at the University of California (*below*) is based on Greek designs. (*Berkeley Commercial Photo Company.*)

given even today. The Greeks thought that the theater was so important that a man who was too poor to buy a ticket was given one.

*Women were allowed to attend comedies but not tragedies.* The tragedies were serious and were for men only. They were much like some religious services. The word *tragedy* comes from a Greek word meaning goat. A goat or some other animal was sometimes offered as a sacrifice in a religious ceremony. There was much ceremony about the theater when a tragedy was played. The comedy was very different. It was given just for

entertainment. Sometimes a comedy was written to poke fun at politicians or at fashions or customs.

It is thought that at first there were songs and dances on the stage. These were to implore the gods to be generous to the people. In later times it was the custom for one actor to recite a poem or a play. Still later came the dialogue or speaking parts as we have them in plays. This was the way in which the drama was developed.

*The Greeks liked stories.* The Greeks liked to have someone read to them just as you and I do. But we should remember that the Greeks had few books and that there were no papers or magazines. Most writing was done on parchment made from the skins of sheep. College diplomas are now often printed on parchment. The students sometimes call them "sheepskins."

The Greek who could read well was popular. He read to a family or a larger group as some people of today sing for a group. Look at the picture on page 110. This is entitled "Reading from Homer." It shows a family listening to a reader. Perhaps none of the family could read. Even if they could, there may have been no books for them.

*Homer was a great storyteller.* It is said that the name *Homer* means "one who puts together." He put together many stories. He was blind at least a part of his life and went about telling his stories and reciting poems. Homer wrote many poems. He liked to strum on his harp and make up verses about great heroes. Homer is most famous for his poems the *Iliad* and the *Odyssey*. They tell about the Trojan War. They also tell about Greek mythology. You may like to read parts of them.

*Sophocles was one of the great writers of plays.* It is said that he wrote 130 plays. We are not sure of this but we do have several of his plays today. He won first prize twenty-four times.

You have seen how the Greek women were kept in the background. They could not go to the Olympics and could not attend





READING FROM HOMER, by the nineteenth-century English artist, Sir Lawrence Alma-Tadema. The picture shows the people's interest in Homer's tales. (Copyright by Berlin Photograph Company.)

the theater to see a tragedy. In fact, they remained at home most of the time, and yet a very great Greek poet was a woman. Sappho wrote beautiful poetry. She also trained lovely Greek maidens to sing and dance. So charming were her poems that she was called the "Nightingale."

*Do you see how the games, sports, plays, and readings made life pleasant for the Greeks? Are these not the things we like? Our games may be different, but not very different. We like to read or have someone read to us. We like plays—both movies and stage plays. Everyone likes games and sports of some kind. These things in Greek life were both pleasant and helpful. By working and playing together, citizens became better citizens. The plays and stories of the Greeks and their interest in games and sports are part of the great heritage that we received from them. This was one way in which the Greeks helped to build our world.*

#### THINGS TO TALK OR WRITE ABOUT

1. In what ways was recreation of great importance to the Greeks?
2. What gifts have we inherited from the Greeks because of their interest in recreation?

3. Why do we use the name of the ancient Greek city Marathon for a race?
4. Why do you think that the women were allowed to see the comedies but not the tragedies?  
(Read about the above topic again in your text before you answer.)

### USING THE ENCYCLOPEDIA

The Seven Wonders of the World have been mentioned several times in this text. You will find in your encyclopedia that these "wonders" were the outstanding things of the ancient world that visitors went to see. Some authors have made different lists but it is generally accepted that the Seven Wonders of the World were (1) the pyramids of Egypt, (2) the Hanging Gardens of Babylon, (3) the statue of Zeus at Olympia, (4) the temple of Artemis at Ephesus, (5) the Mausoleum of Halicarnassus, (6) the Colossus of Rhodes, (7) the Pharos (lighthouse) of Alexandria.

Choose one of the ancient wonders as a topic for an oral report. You have been learning to use the encyclopedia. To practice what you have learned, do the following:

1. Copy your chosen topic. Underline the key word which you expect to find in the encyclopedia.
2. Choose the volume in which you expect to find the key word.
3. List the guide words from the page on which you found the key word.
4. Make the notes you expect to use when giving your oral report.
5. Read one or more of the cross references if any are listed in the encyclopedia under your topic. Decide whether or not they give more information for your report.
6. Review the rules for making a good oral report. Your class may wish to do this in a language period.
7. Practice giving your report at home or before a committee at school. Always ask for helpful criticism.
8. Be prepared to give your report when the class is ready to hear it.

Make a list of the *Seven Wonders of the World Today*. Include in your list what you think are the seven most important man-made wonders of today. (Would you include the Empire State Building in New York on your list?)

## 6. GREEK WARRIORS AGAINST THE WORLD

*The Greek city-states had much in common and learned to unite in defending themselves.* The people believed in their own city-states and would defend them to the death! These city-states were bound together by common interests. The people spoke the same language, and their religion, games, sports, and customs were the same. Greece as a country became strong as the people learned how to unite for defense.

For a long time the Egyptians, Assyrians, and Babylonians paid little attention to Greece. There were no great fertile valleys in Greece such as the Nile, the Tigris and Euphrates. As the Greeks improved their homeland they began to start colonies in other places. Some of them were close to Asia Minor and this meant there might be danger ahead. War might come.

### WAR BETWEEN THE GREEKS AND PERSIANS

*The Persians wished to control the Greek colonies in Asia Minor.* The Greeks had learned about carrying on trade from the Phoenicians and from the Cretans. During the prosperous years the Greeks had built colonies along the coast of Asia Minor. This took trade away from the Phoenicians, but they were too weak to do anything about it. In the meantime, the Persians had become strong and conquered most of western Asia. They conquered the Phoenicians and levied taxes on them. When they came to the Greek colonies they made the same demands, but the Greeks were stubborn. They knew the Persians had no right to tax them. They also had different ideas about government and their own rights.

These were the differences: The Persians, Phoenicians, Babylonians, and Egyptians had powerful kings and believed in powerful rulers. The people were to obey without question since the kings were really dictators. The Greeks believed in





EARLY GREEK COLONIES AND TRADING CENTERS are shown on the map by shading. Each colony had its own ruler. The colonies traded with each other and followed the Greek ways of living.

freedom. They thought that the people should rule themselves and were in no mood to pay taxes to Persian kings. The Persian kings feared that other colonies would become democratic and wanted to prevent this. They determined to punish the Greeks but found that this was difficult for them to do. The Greeks were beyond the Aegean Sea and their country was easily defended. What should the Persians do? They could not ride their horses across the Aegean Sea!

*At last the Phoenicians offered to furnish ships to carry the Persians to Greece, and this plan was accepted.* The great campaign began! The king of Persia sent messengers to Greece to demand that they surrender. The Greeks were asked to give the Persians a token of earth and water to show their submission. The Greeks were angry and promptly threw the messengers into a well. There they could find plenty of earth and water. The war was on!

*The first Persian attempt was disastrous.* Their fleet was destroyed by a storm and the soldiers were drowned. The gods on Mount Olympus were protecting the Greeks! But the

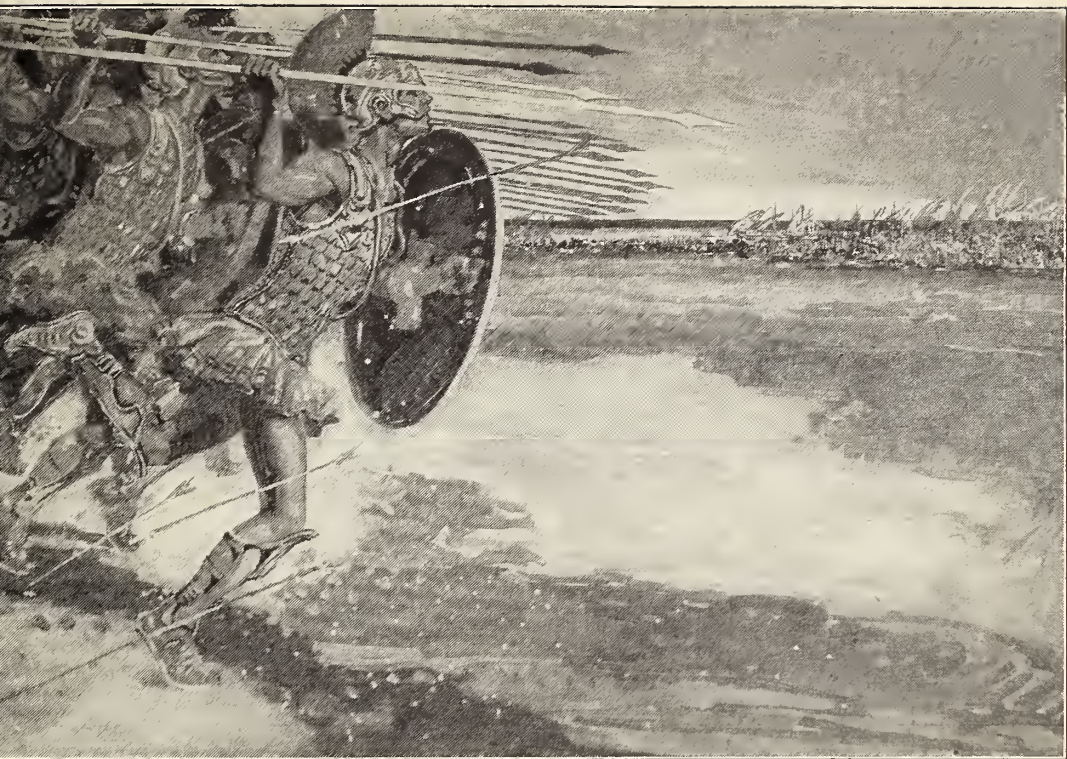
Persians tried again, and this time (490 B.C.), under Darius, they landed an army near Marathon, twenty-four miles from Athens. The Athenians were alarmed. They sent Pheidippides to Sparta for help. He ran the 150 miles, but the Spartans, being jealous of the Athenians, refused to send aid promptly. Athens must fight the Persians without help from Sparta. They must defend their homeland almost alone. Could they do it?

*The Athenians defeat the Persians at Marathon.* The Athenians had two points in their favor. They were free men fighting for their own homes. They were led by men who had proved to be both brave and capable. The battle was fierce. All through the day and the night it raged. People watched from a distance. As the Greeks forced the Persians back to their ships, the whole sky was red with flames because the Greeks, under Miltiades, had set fire to the Persian ships. The ships went up in smoke, and the Persian army went down in defeat. Greece was saved by her brave soldiers, and Pheidippides made his final run from Marathon to Athens with the good news of victory.

*About ten years later Xerxes, son of Darius, again led a great army against Greece.* This time the Spartan soldiers were to make the defense. They were led by Leonidas of Sparta. Leonidas and his men were to guard the deep, narrow pass at Thermopylae. If the Persians could be kept from getting through this mountain pass, Greece would again be saved. Leonidas and his soldiers fought well, but the Persians had learned of a by-pass around Thermopylae. The traitor, Ephialtes, had told the Persians how to get behind the Spartans, and so Leonidas and all his soldiers were killed. The Persians crashed through to Athens. The city was burned and many of the people fled. Xerxes believed he had conquered Greece and that it would be a Persian colony.

*The Greeks destroy the Persian fleet in the battle of Salamis.* The wooden ships of the Greeks were hidden behind the little

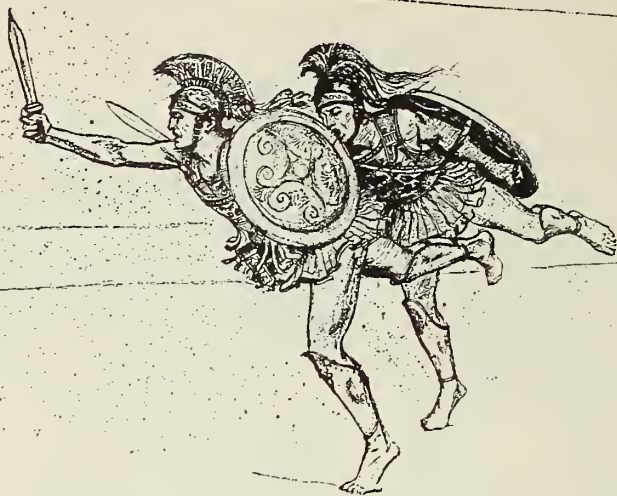




**THE BATTLE OF MARATHON.** Miltiades waited until the Persian army began to move and then ordered his men to charge. Here are the Athenian foot soldiers just after he gave his order.

island of Salamis southwest of Athens. (This island is now called Koluri.) Xerxes was so sure of his victory that he ordered a throne to be built on the shore so he might see the battle. His ships were clustered nearby. He would sit and see his ships destroy the little Greek vessels. The Persian fleet was a mighty one which nearly filled the gulf. Suddenly the Greek ships darted out. Some of them dashed into Persian ships, making great holes in the sides, while others pushed along the sides, breaking the long oars of the Persians. Some Persian vessels began to sink and others were set on fire. Before the day was over, the Persian fleet was destroyed. Xerxes and what remained of his army escaped as best they could. They had destroyed cities, orchards, and crops, but they had not destroyed the Greek people and their wonderful spirit.





ONE OF THE OLYMPIC RACES. In this race the runners were heavy-armed soldiers. The contestants received good training for battle in these races.

### FOR YOU TO DO

1. Make a summary of the war between the Greeks and Persians. Check the summary in class to be certain that only the most important information is included.
2. Make a list of six important things to remember about people, places, and facts included in pages 112-116 of this text. Then write six questions, each one requiring as an answer one of the facts you have listed.

Write your name on a small slip of paper. Fold this name slip and place it in a box lid. Mix the name slips and let each pupil draw a name. You are to ask three questions of the classmate whose name you draw. (By preparing six facts you may be able to avoid repeating a question that has been asked.)

How many in the class were successful in answering the three questions asked them?

## 7. ALEXANDER THE GREAT AND HIS AMBITIONS

*Macedonia in ancient times was a great state.* It is thought that the early Macedonians were a Greek tribe which was left behind when other Greeks pushed south into Greece. The country became very powerful about 350 B.C. when Philip II was king. He was a great leader, but his son was a far greater leader. His son was Alexander the Great.

Philip decided that he would be master of all Greece. As soon as he was master of Greece he planned to attack the Persians. Philip was successful in conquering the Greek city-states but became so unpopular that he was murdered. His son Alexander was his successor. Alexander was only about twenty years old when he came to the throne, and he, too, was very ambitious.

*Alexander at only twenty-two led a great army.* He and his fine army moved eastward. They destroyed Phoenicia because Phoenicia had become a great rival of Greece. Alexander thought she must be destroyed so that Greece might become greater. On he went with his conquering armies. In Egypt he was so successful that the people worshipped him. He seemed greater than any Pharaoh of the past. He founded the city of Alexandria in Egypt and named it in his own honor. The Persian Empire which had been so strong was overthrown, and Alexander now ruled Persia. No more would the Persian armies attack Greece. On he went. Old Babylonia was taken, and Alexander made the city of Babylon the capital of his great empire and gave orders that it be rebuilt. Still he did not stop. On went the Greek armies into India. They were the greatest soldiers in all the world. It seemed they would never be stopped.

Wherever he went he founded colonies. Having been taught by Aristotle, Alexander wanted all of these countries to become

like Greece. He would have them observe the same customs and do everything the Greek way. But he missed the most important point. He was changing these countries by forcing the people against their will to do his bidding. They were not allowed to choose. When people are forced against their will, they will rebel sooner or later.

As he won more and more battles he became very cruel. The people feared him. But one good thing he did was to remember his great teacher, Aristotle. He ordered his men to collect plants and animals to be sent back to Aristotle in Greece. They were to be studied by Greek scholars. If new ways of building were learned, these were reported. His scientists studied the Nile Valley. Why did the river rise and flood it? Why did not this happen to rivers in Greece? Any invention he found was reported to Greece.

Alexander continued his conquest until he was stricken by fever on his return to Babylon. It was a fatal attack. Alexander the Great was dead at thirty-three. At only thirty-three he had become one of the greatest conquerors of all time. But, as with most conquerors, his empire was soon to crumble. He had not been fair and just to the people.

#### LATER HISTORY OF GREECE

*Greece is no longer a powerful country.* Less than two centuries after Alexander's death Greece was conquered by the Romans. We shall learn about the Romans in the next unit. To-day Greece is a small country with little influence. It is nearly 2300 years since Alexander the Great died, and through all these centuries Greece has not been so great as then. But Greece has meant much to the world. A small country may play an important part in the world. Great armies rarely make a country great. Most of the things for our good come from the careful work of men in peacetime.





THE DEATH OF ALEXANDER THE GREAT, painted by Carl von Piloty, shows the dying conqueror in the act of receiving the last homage of his soldiers.

*Greece was important in passing on the old civilization of Asia to Europe.* We have shown how this came about. Soon we shall see how this civilization moved on from Greece to Rome and to other countries.

During World War I, Greece fought with the Allies against Germany. Then, in 1925, the monarchy was overthrown and a republic was set up. After ten years the republic failed and the monarchy was restored. The country was invaded in World War II by the Germans, who destroyed much property and many people. The king took refuge in England. After the fall of Germany, there was civil war in Greece. This troubled the United Nations. By a vote of the people of Greece in 1946, the king was recalled to his throne.

### FOR YOU TO DO

1. Ask your teacher to explain why people in a democracy are willing "to give up a few rights for many rights."

2. Decide whether or not "freedom" in a democracy means freedom to do as you please. Give reasons for your answer.
3. Explain the source of our word *democracy*.
4. Do you agree or not agree with the Greeks that the honor of winning is worth more than the prize?
5. Skim page 118 to find the sentence that tells why Alexander's empire crumbled.
3. Skim page 118 to find the sentence that tells *when* countries grow great.
7. Decide the important "milestones" in this unit and with the class complete your time line to 323 B.C., the year of Alexander's death.

### BOOKS YOU WILL LIKE TO READ

- Benson, Sally. *Stories of the Gods and Heroes*. New York: Dial Press, 1940 (fairly easy). Illustrated. Stories of Greek myths.
- Berry, Ana M. *Art for Children*. (European art). New York: Studio Publications, 1934 (easy reading). Six parts: Beasts; Games and Amusements; Ships; Legends and Adventures; Angels and Fairies; Portraits of Children. Over 20 full-page illustrations for each part.
- Frost, Frances. *Legends of the United Nations*. New York: Whittlesey House, 1943 (very easy). Illustrated. Characteristic stories from Great Britain, Poland, Russia, Norway, Czechoslovakia, Greece, China, India, the Netherlands, France, Brazil, Canada, Australia, Belgium, Mexico, Yugoslavia, the United States.
- Hall, Jennie. *Buried Cities*. New York: Macmillan Co., 1922 (not too difficult). Illustrated. Descriptions and pictures of how excavations have been made.
- Hillyer, V. M. *A Child's Geography of the World*. New York: D. Appleton-Century Co., 1937 (easy reading). Illustrated. Attractive account of how the world first came to be.

## UNIT III

### *From Ancient Rome to Modern Italy*

Italy is important. It has been an important country for centuries. We have often heard about it. Most of us know people whose families have come from Italy. Travelers and tourists, by the thousands, have been going to Italy for many years. It is one of the most famous countries of all the world. Its civilization is very old, and we are interested in the past. It also has many modern developments; so we are interested in the Italy of today.

#### 1. PIONEER DAYS IN ROME

*Italy is a mountainous country but has a mild climate.* Let us look at the map on page 169 and think about the geography of Italy. Do you see how it hangs like a great boot just west of Greece? It is often called the "Italian Boot." The island of Sicily is at the toe like a great football. We see at once that there are many mountains in Italy. From the top of the boot to the toe, one cannot go far without seeing mountains. At the northern boundary are the Italian Alps. Just to the south of these famous mountains is the valley of the Po River. This is a region of fertile soil where about two fifths of the people live. It is a great agricultural region because there is a long growing season. The weather is hot during the summer, but there is usually plenty of rain in winter to supply crops during the next season. Sometimes there is snow in winter, but the cold is not severe and the climate is generally mild.

The Alps north and west of the Po are like a great wall along



the border. Mountain streams come dashing through the gorges, and many of these are now harnessed to produce electricity. There are also beautiful lakes in northern Italy which are famous as tourist centers.

There are two other famous rivers in Italy—the Arno and the Tiber. Their valleys are much smaller than the Po Valley, but they are important. The city of Florence is on the Arno, and Rome is on the Tiber. Since so much of Italy is mountainous, the valleys are very important. They contain rich soil which, tilled with great care, produces food for an overcrowded country. Sheep and goats graze on the mountainsides, but these soils are not very fertile and are not easily tilled.

The Apennine Mountains and their foothills reach south from the Po Valley to the toe of the boot. Even Sicily is mountainous and rough. There are small valleys in various parts of Italy, but much of the country is rugged and mountainous. Italy has a long shore line but only a few good harbors.

As we look at the map we see that Italy is near Greece. We can see how sailors and travelers from Greece, centuries ago, would find their way to Italy. They could make that journey in small ships with little danger. Things which had been learned by the Greeks or the Phoenicians were to become known to the people living on the Italian peninsula and in Sicily.

*The climate of "sunny Italy" is pleasant.* People all over the world speak of "sunny Italy." There is not sunshine every day, but there are many bright and sunny days. The great wall of the Alps holds back the cold air currents from the north, and the winds blowing across the hot desert sands of northern Africa are warm even after crossing the sea. No part of Italy is far from the sea. This prevents extreme temperatures. Rainfall is plentiful in the northwestern part of Italy because of steady winds from the west. There is rain in the Po Valley the year round, especially in the western part.

In the southern part of Italy, there is sometimes drouth. The summers are long and hot and little rain falls. There may be good rains in winter, but it is difficult to keep the moisture in the soil throughout the summer. Irrigation is used in many places, but drouth is still a problem. Olive trees can withstand drouth very well, and thousands of these can be seen on the hillsides. Since wheat ripens early, it, too, can be grown because of the winter rains.

The rains in winter supply enough moisture for growing grapes, so there are many vineyards in southern Italy. As one travels about this part of Italy, he sees great terraces reaching up the mountainside like giant stairsteps. These are the vineyards. Tons and tons of grapes are grown on these terraces. The grapes are used to make the wines which are so popular with the Italians.

The climate of Italy was a great influence in pioneer days. The warm climate made it a simple matter to start colonies. There was little need for warm houses, and very little clothing was needed. Since at first there were few people, the small fertile valleys could produce plenty of food. The climate of Italy invited pioneers centuries ago and it still invites thousands of travelers from regions where winters are long and cold.

#### THE STORY OF EARLY ROME

*Rome was a city-state.* We have said that Italy is an important country. This is true, but in ancient times Rome was more important than Italy itself. A city may be more widely known than the country or province in which it is located. This was the case with some of the cities of Greece which were really city-states. We are now to read about Rome, another very famous city-state.

We have learned how explorers and travelers kept pushing westward from the eastern shores of the Mediterranean. The

Phoenicians sailed far to the west. There were the islands as steppingstones leading to Greece, but these daring sailors went far beyond them. It is possible that they reached Britain. At any rate they traveled the Mediterranean Sea and may have sailed up the Tiber. In Africa, they started a colony called Carthage just across the sea from Sicily. In the meantime the Greeks were busy building their city-states, and Athens became the cultural center of the world. What was happening on the peninsula to the west? Was Rome to become a great city-state like Athens?

*We do not know just how Rome was started, but many believe that shepherds started it.* Their ancestors, like the ancestors of the Greeks, probably lived in the Danube Valley far to the north. Some of these tribes may have followed along the streams which flow into the Danube. When they came to the sources of these streams in the mountains, they traveled on to a place where they found a pass through the Italian Alps. As they turned south, they found that the climate was milder and life more comfortable. Why not begin settlements? Why not a settlement on the Tiber River? These tribesmen were related to the early Greeks. Their languages were so much alike that they used the same words for some things.

Rome was started on the Palatine Hill near the Tiber River. There is an island in the river at this point which was an aid in crossing. It is about seventeen miles from the mouth of the river and was probably an early trading point. Perhaps the Phoenicians and other traders stopped there. At any rate, about 750 B.C. the village was started. The tribes who settled in Rome and the country surrounding it were called Latins. They used the Latin language and called their country Latium. Rome soon spread to six other hills nearby and became known as the "City of Seven Hills."

According to the Latin poet Virgil, the Romans descended



from Aeneas, one of the heroes of Troy. Do you remember the story of the battle of Troy? the great wooden horse? Well, after the battle, Aeneas was believed to have led a band of followers to Italy, where he fell in love with Lavinia, daughter of Latinus, the ruler, and married her. One of the descendants of Aeneas was the mother of twins—Romulus and Remus. Their father was supposed to be Mars, the god of war. The king ordered the boys thrown into the Tiber River, but their mother wanted them to live. She put them into a basket which floated near a tree, where they were found by a mother wolf who nursed and cared for them. According to the legend, the boys became strong and brave because they drank the wolf's milk. Later, a shepherd took them from the wolf and looked after them while they were growing up.

During the building of the city the brothers quarreled and Remus was killed. Romulus then named the city in honor of himself, and ever since it has been known as Rome. This is a fanciful tale, but it has been told thousands of times and the people of Italy love it.

#### EARLY NEIGHBORS OF THE ROMANS

*North and west of Rome lived the Etruscans.* This part of Italy is now called Tuscany. It is possible that the first Etruscans came from Greece or Asia Minor. Possibly, when the first Aryan tribes came into Greece from the north, these people were driven out. They could sail westward around the toe of the Italian boot and along the shore.

We know they were civilized and that they were skillful in working in bronze. The Etruscans, too, lived in city-states. When Rome was started, the Etruscans were the most civilized people in Italy. They had been living and working in Italy for possibly two or three centuries.

As Rome grew and prospered, her neighbors, the Etruscans,



ETRUSCAN BRONZE WAR CHARIOT. The Etruscans used chariots like the one pictured above when fighting the early Romans. (*Courtesy of The Metropolitan Museum of Art.*)

became jealous. They did not like this new upstart city-state and felt that they must do something about it. The Etruscan army swooped down upon the Romans. The Etruscans were good soldiers, and in battle they used weapons of metal, horses, and war chariots. Soon they had conquered the Romans. After this the Etruscan kings ruled Rome for more than a hundred years. But the rule of the kings was very harsh and the people did not like it. They wanted to be independent, so they freed themselves from the rule of the Etruscans and started a republic (about 500 B.C.).

Rome's neighbors to the south were from Greece. The Greek explorers had traveled to Italy and Sicily, where they had built settlements which were growing into cities. One of their fine cities was in Sicily—the city of Syracuse. Many travelers visit this old city today to see the ancient Greek theater and other buildings built in the Greek style.

SOLDIERS IN THE ARTILLERY OF EARLY ROME. This clumsy - looking machine was used to shoot four darts at once.



#### WAR BETWEEN ROME AND CARTHAGE

*Carthage was located in North Africa. Look at the map on page 169 and note the spot which marks Carthage. It was across the sea from the western point of Sicily, where it started as a little Phoenician trading post. It was situated near the site of the present city of Tunis.*

*Carthage was very rich from trading, with the result that a few powerful businessmen ruled it. Their government was really a plutocracy—a government of rich men. The Greek word for rich is *plutos*. Carthage was in the hands of rich merchants and traders who looked after their own interests. The Carthaginians had trading posts in Spain, France, and along the African coast. They began to be alarmed, however, over a growing city on the Tiber. They knew that the Romans were a clever people and that the Roman government was better than their own. They must not allow Rome to become too strong.*

*Then came the first great clash. The Carthaginians had a*



powerful navy, and their plan was to ram the Roman ships and sink them. But the Romans had a plan of their own and were ready for the Carthaginians. Their ships carried a boarding bridge! The Romans would bring a ship alongside a Carthaginian boat, lower the bridge, dash across and capture the enemy's ship. It was a clever idea which worked many times. After a long war, lasting twenty-four years, Carthage was defeated and Sicily, which had earlier fallen into the hands of Carthage, was handed over to the Romans.

*A few years later trouble started again.* Carthage had destroyed the city of Saguntum in Spain which Rome had promised to aid, and Rome declared war on the Carthaginians. One army was to go to Spain and hold that Carthaginian army there. Another was to cross the sea to Carthage.

The Roman army which went to Spain to meet the Carthaginian army had a rude awakening. Sad reports came back to Rome. Hannibal, one of the greatest generals of ancient times, was leading the Carthaginian armies. Strange stories were told about Hannibal and his army. It was said that he had not only many men and many horses but also great beasts as big as houses. What were they? He had taken about forty elephants to Spain! In those days they were as useful in battles as fighting tanks are today. With his unusual and powerful army, Hannibal won the victory in Spain. He and his army pushed the Romans back to Italy. The Romans shut themselves up in their walled cities and kept fighting. Hannibal could not take the walled cities.

In the meantime a Roman army under Scipio, a great general, had invaded Carthage. Hannibal returned to defend his own country but was defeated in a battle not far from the city of Carthage. At last Rome had defeated Hannibal! Rome was now the greatest power in all of the Mediterranean area.



HANNIBAL is shown here with his men and elephants crossing the Rhone. This ancient Carthaginian general was a master of war tactics. Ever since his time great generals have studied his campaigns. (*Painting by Henri-Paul Motte.*)

### LEARNING FROM THE MAP

1. On a large world map or globe, trace the line of  $40^{\circ}$  north latitude around the world. Make notes of the following:
  - a. The bodies of water through which it passes.
  - b. The five largest cities located on or near it.

Determine by further reading the average climate of these cities. Note what geographical factors influence the climate.

2. Panama, Gibraltar, Suez, and Singapore are considered *strategic* points which control the flow of goods between countries today.
  - a. Locate these strategic points on your map.
  - b. What per cent of these strategic points "control" the Mediterranean?
  - c. What per cent of these points does the United States control?
3. Note on the map on page 10 that parts of the Mediterranean coast are mountainous. Decide how this geographical fact affects trade away from the sea into the interior of Europe.
4. Looking at your map, decide why we can say Italy is not "land-locked." Does this fact increase or decrease the importance of the Mediterranean to Italy? Give reasons for your answer.

## HOW TO MAKE YOUR VOCABULARY GROW

Have a class discussion about the importance of adding new words to our reading vocabularies, to our speaking vocabularies, and to our writing vocabularies.

Following are some suggestions that may help you with your discussion:

1. List together the reasons for thinking: "As we grow, our vocabularies should grow."
2. Keep a growing list of occupations in which a vocabulary would be an asset.
3. If you were to apply for a job, how might your *different* vocabularies aid you?
4. Some people say we have a *listening vocabulary*. Give reasons why you think that we do have a listening vocabulary. In what ways would your understanding of words aid you in listening?

Make some plans for increasing your "vocabularies." Following are two suggestions that have helped others:

1. Plan to make a loose-leaf notebook in art class. Decide how to make an alphabetical index in your book. As you find words that you wish to add to your vocabulary—
  - a. In your notebook write the sentence in which you found the word.
  - b. Find the meaning in the dictionary. Record in your notebook the meanings that you think you will use.
2. Make plans for using the words you have chosen for your vocabulary. You may wish to—
  - a. Choose a partner and check once a week each individual's understanding of the words he or she has recorded.
  - b. Write a word and its meaning that you want to learn on a small card or piece of paper. Keep the paper on your desk or at home where you will see it often. Each time you notice the word, check yourself to see whether or not you remember its meaning and how to use it.

(One of our foremost educators and speakers uses this plan.)

- c. Make a large class dictionary of the words you need to know for your social studies reading. Originate ways to review these words often until they are known.

Do not try to add too many words to your vocabulary at one time



## 2. LIFE UNDER THE ROMAN REPUBLIC

*Rome was ruled for many years by kings and then became a republic.* We have seen that Rome was ruled by Etruscan kings. The Etruscans had been living north of the Tiber before Rome was started. They were powerful and ruled Rome for many years, but the Romans did not like this. The Romans were somewhat like the American colonists who did not want to be ruled by British kings. In fact, the Romans came to the point where they did not want a king at all. They believed that the people should select their own rulers, and since the Etruscan kings had been cruel, the people rose up and threw them out (about 500 B.C.). The leading people of Rome had become intelligent and wealthy and wished to govern themselves. They decided that they would set up a republic.

Now, a republic is a government by representatives of the people. The people elect someone for a term of office, and if he manages the office well he may be re-elected. If he does not do well, someone is elected in his place.

The wealthy and prominent people of Rome were called *patricians*. From these leading families three hundred men became senators. They, in turn, elected the two *consuls* from their own number. Each consul was meant to be a check on the other. One consul could veto any act of the other. These consuls held a very high position. They really had most of the power which the kings had enjoyed before them. They were commanders of the army and might serve as justices of a high court. They also presided over the *senate* and the *assembly*.

The assembly was made up of *plebeians*, or common people, and *patricians*. It had very little real power but it did give the representatives of the common people an opportunity to discuss their government. This meant much to the common people although most of the power was in the senate. The assembly had

one very important power. It decided whether or not the country should declare war. It could also hear an appeal if a citizen were condemned to death. Do you see how these changes in government were democratic? When you think of *senate* and *assembly* do you think of our United States Congress or a state legislature? The Roman Republic was something like our own.

*Trouble soon arose between the patricians and the plebeians.*

The patricians were rich, owned most of the land, and forced the plebeians or common people to pay heavy taxes. Plebeians were forced to serve in the army without pay, and the land gained through conquest belonged to the patricians. None was given to the plebeians. The common people did the fighting and the patricians got the wealth! Thus the great families of Rome became very rich and powerful. They would lend money to the poor plebeians, and if it was not paid back the borrower's land was taken. Some poor people were even sold as slaves. The patricians passed laws to protect their own wealth and other laws to prevent the plebeians from gaining power or wealth. All of this was unfair and led to serious trouble between the two classes.

The plebeians were mistreated and looked down upon for some time, but many of them were intelligent even if they were poor. Can you think of great leaders in our own country who were intelligent and yet poor? Benjamin Franklin? Abraham Lincoln? Others? The plebeians began to struggle for better laws. They understood things as well as patricians did and were determined to have their rights. Just laws must be passed. To win their cause they marched out of the city one day, declaring that they would build a new city of their own—a city in which they would have their rights. Does this sound like the story of the colonists leaving Europe and coming to America to secure their rights?

The patricians did not want this to happen because they

could not get along without all these common people. The plebeians were really the workers. To bring them back, the lordly patricians agreed that they should have *tribunes*. The plebeians were to select two officials called tribunes. These tribunes were to see that the common people had their rights, were treated justly, and not overtaxed. The tribunes were the defenders and representatives of the people.

The importance of the tribunes was so great that it is a popular word today. Have you known newspapers with the word *tribune* in the name? Should a newspaper be a friend to all the people—poor as well as rich? At any rate, the tribunes were important and powerful in the Roman Republic. If a plebeian reached a tribune and touched his robe, no one dared lay hands on him.

We must keep in mind that during the time of these changes Rome was growing in size and strength. Beautiful buildings were erected. Roman senators became famous for their speeches. The Forum was their meeting place, and it was there that a senator in his rich flowing *toga* discussed the needs of his country. Roman soldiers became the finest in the world. The armies were victorious, and returning from conquests in distant lands, brought back slaves, gold, jewels, and other riches. Rich patricians, senators, generals and others lived in luxury. Rome, the little town on the Tiber, became the most important city in Europe, if not in the whole world.

*The Romans worked well together.* The first Romans had been shepherds and farmers. They knew they could survive only if they worked together and helped one another. As the years and centuries went by, some became rich and powerful, while others remained poor. When the poor rebelled, the rich gave them their rights. They all knew that they must work together if Rome was to become great. Every citizen was trained and well disciplined as a soldier. He might also till the soil or



carve stone, for he was both a worker and a soldier. If war should be declared, he must serve his country.

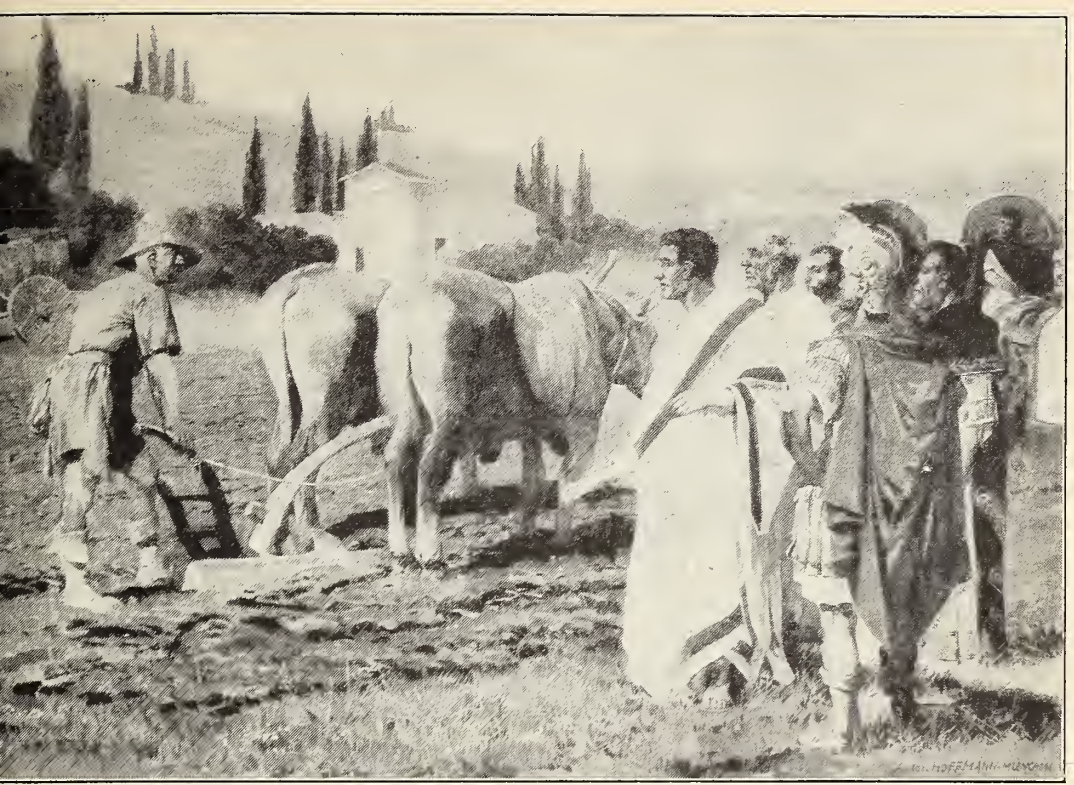
As the Romans conquered other parts of Italy, they made many of the conquered people citizens. The new territory was simply added to the old. In this way the Roman Republic became a great country. It spread out until it was much more than a city-state—it was the greater part of Italy. The new citizens soon learned that it was a good thing to be a part of Rome. A citizen must serve in the army, but in turn he received land that he could farm. Newly conquered lands could produce more food to be sent to Rome, so Rome protected these new citizens and helped them in trading.

#### A GREAT ROMAN PATRIOT

Cincinnatus was a wealthy patrician. During the early days of the Republic he had been a consul. He was a great patriot but a stormy old fellow. As a consul he opposed giving the plebeians more power. He was not always popular but he was a strong leader. He was an able general and as consul he had the right to command an army. Cincinnatus was also a farmer who loved to till the soil himself.

After he had retired as consul, Rome was in great danger. Minucius, who was then consul, was in command of the Roman army, but the battle with a warlike tribe was going against him. The worried senators in their flowing togas met in the Forum. What should they do? They soon agreed that Cincinnatus was the one man who could save Rome, so they voted to make him dictator. Where did they find him? This famous aristocrat was plowing his beloved fields!

Cincinnatus returned to Rome and ordered his soldiers to march against the enemy. Since the senate had made him dictator, he had more power than a king and every man must obey, and at once.



CINCINNATUS organized an army, fought the enemy, celebrated the victory, and went back to his farm—all in sixteen days.

Having surprised and defeated the enemy, Cincinnatus returned to Rome a great hero. He had saved the city! Some wanted him to continue as dictator, but he refused. He knew that only in time of danger is a dictator needed and so he returned to his plowing. His simple, unselfish manner added to his fame. Cincinnatus had set the world a good example.

#### DAILY LIFE OF THE ROMANS

Life for the first shepherds who wandered into Rome was simple. They must watch the sheep day and night. Simple little shelters or huts were made at first, but later came buildings of stone. It was a simple matter to add farming to the care of sheep and other animals, and thus early Romans became farmers.

Our word *agriculture* comes from the Latin words *ager*, meaning "field," and *cultura*, meaning "to cultivate." For a long time the Romans lived mostly on small farms. They could grow grains and vegetables in fertile valleys, and raise chickens, geese, sheep, goats, pigs, and cows for meat. The goats and cows gave them milk. Much of the grain was ground to make a kind of mush or cereal, but some of it was baked into loaves of bread. Cheese was made from goat's milk, and wine from grapes. The Roman citizen could live well on what his farm produced. As time passed, some of the people became rich. They bought more land and built larger houses. They became great landowners and lived in mansions called villas.

*The Romans were graceful in their dress.* Look at the pictures of early Romans and see how attractive their clothing was. We have already mentioned the toga of the senator. This garment, fastened on the left shoulder, fell in such long graceful folds, as a senator stood to speak, that it is famous to this day. We sometimes say of an American who has been elected to the United States Senate, "He has accepted the toga." Gowns worn at college commencement are sometimes called togas. The Roman toga was usually made of white wool. Men of high position sometimes wore a toga with a purple border. A long shirt, or tunic, reaching to the knees was worn under the toga, and while a man was at home, his toga could be put aside. The dress of the women was much like that of the men. They wore sandals without stockings, and women of high position often wore fine jewelry.

*The father and mother shared in training the children.* Roman women held a higher position in the home than did the Greek women. It was the custom for a Roman wife to sit beside her husband when guests were present. The mother taught the girls how to manage household affairs and helped the father impress upon all the children the importance of honesty, cour-





THE WHITE TOGA, indicating that a boy was now a citizen of Rome, was presented with great ceremony. That day he went to the Forum with his father. His name was written on the list of Roman citizens.

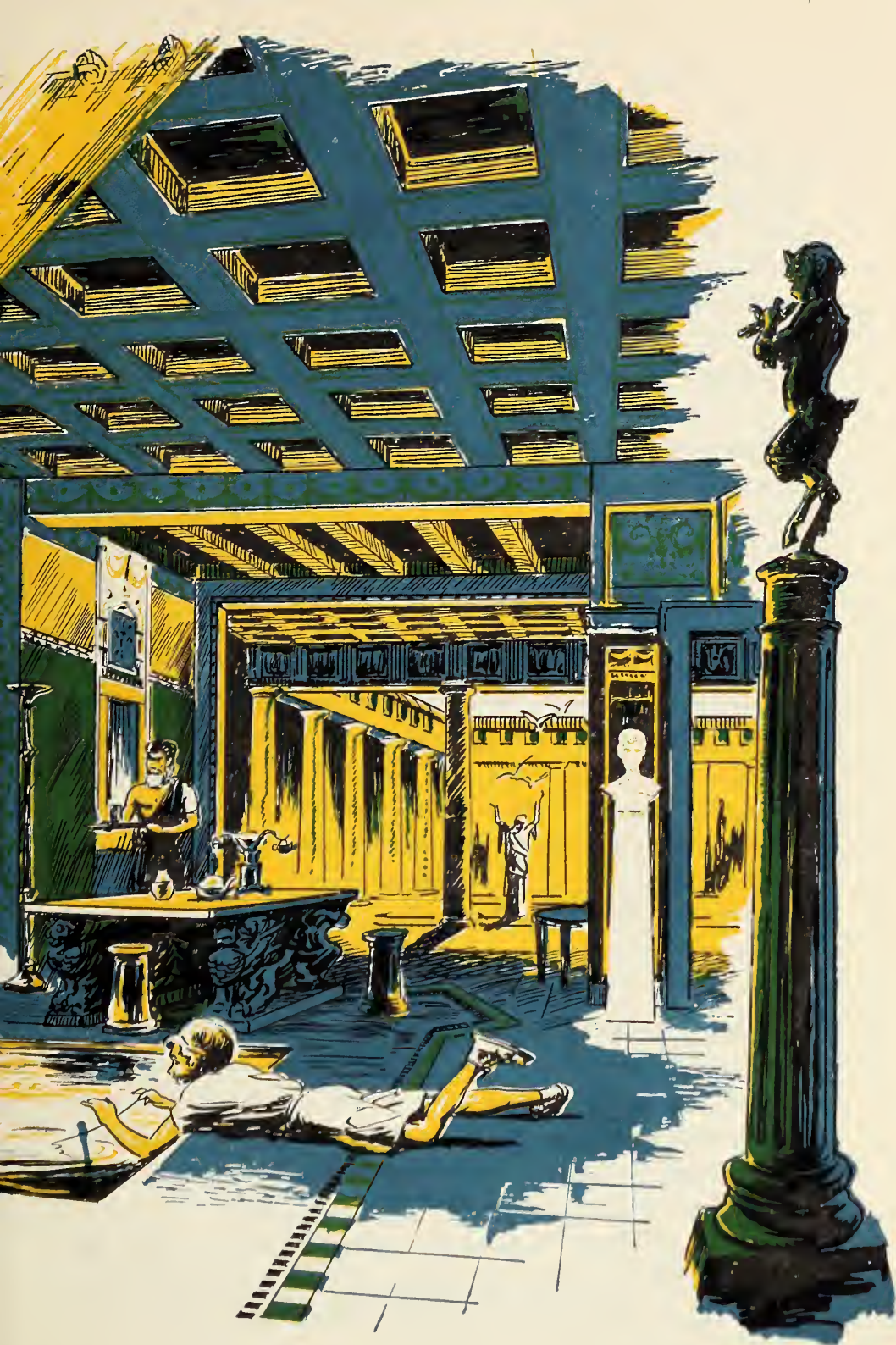
age, and modesty. The father trained his sons to be ready to fight for their country and brought them up to be practical in business. The Roman home was in many ways a very practical school. The Roman father told his children about great statesmen. They were told of hard-fought battles and brave soldiers. Lives of great men were held up as ideals. Children in the home were taught to be courteous and to show respect to their elders.

The children were really members of the family circle in the Roman home. The Roman father took his sons with him to public meetings so that they might learn to be useful citizens. Do you see how this kind of family life made Rome strong? What do you think the father and his sons may have talked about?



HOME OF A WEALTHY ROMAN. The large reception rooms of Roman homes had openings in the roofs for sunlight. Beyond the reception room





was the sunlit court which usually contained a pool, statues, and flowers.  
In some of our museums you can see models of Roman homes.



*As the Romans prospered they built good homes.* They used stone, marble, bricks, and also a kind of stucco. Look carefully at the picture of a Roman house on page 138. As we enter a Roman house, we come first to the main room where guests are entertained. It is built with a square opening in the roof to let in light, because there are no windows. There is a large tile basin in the floor, and rain from the roof drips into this basin. Around the sides are tables, chairs, benches, vases, stands, and lamps, all of which are usually made of marble in the very good houses. There is much fine marble in Italy, and the Romans knew how to carve it well. You would not find the furniture very comfortable, but it was beautiful.

Beyond the main front room were rooms built around a court. This was where the family lived. The open court was like a garden in which there were flowers and sometimes a fountain. The dining room was planned so that people could recline while eating. There were also bedrooms, a workroom, and a kitchen. Some houses had wine cellars and good storerooms. In the living quarters there might be statues of famous persons or of Roman gods and goddesses. The household shrine was a niche, built of marble, in which were placed tokens used to pay honor to the gods and goddesses.

Some of the good houses were heated by a sort of hot-air furnace placed in the cellar. It was not made of metal as are our furnaces of today. It was a great stone oven with stone pipes leading to the rooms upstairs. Since there was no chimney, the smoke was troublesome because it could escape only through the open square in the roof. The openings where the heat came out were interesting. An opening might be in the form of a lion's mouth or a cluster of leaves with openings between.

Bathrooms were in the cellar. The tubs were carved from stone, and a cistern at the side of the house caught the rain water which was piped to the bathroom and to the kitchen.

We should keep in mind that we have been reading about the very good houses. Many other houses were small and very poor. They had no heater in them, no bath, no nice furniture; the beds were made of piles of straw. Cooking was done over a pot of coals. There were no beautiful vases and no wine cellar in such homes. Even in the poor home, however, the father and mother trained the children with care. We know that in our own country children in poor families may be well trained.

*The Romans adopted a number of Greek gods and added many of their own.* Look on page 94 and you will find a list of the principal gods for both the Greeks and the Romans. The names are different, but their duties were about the same. The Romans also had gods and goddesses of the hearth and the household. Vesta was the goddess of the hearth, and her symbol or sign of power was fire. A temple was built in her honor, and in it burned the sacred fire. Six maidens, known as the *Vestal Virgins*, kept the fire burning. A maiden would give thirty years of her life to this work and during this time she was not allowed to marry. However, she held an honored position, and the people had great respect for these maidens who honored Vesta of the hearth and home. Each family had its own household gods and built an altar in their honor. Each member of the household worshipped before it for a short time every day.

*The Romans loved celebrations and festivals and liked to have their fortunes told.* There were great harvest festivals, and perhaps some of our ideas of harvest festivals and thanksgiving came from the Romans. There were spring, summer and winter festivals, too. The Romans did not have oracles as the Greeks had, but they did have soothsayers. These soothsayers studied signs, such as the flight of birds, and told the people what might happen.

*The life of the people was ever-changing.* Since the Romans were constantly sending out conquering armies, there were





THE ERUPTION OF MT. VESUVIUS in 79 A.D. Pompeii, one mile from the foot of Vesuvius, was buried with ashes, cinders, and stones. About





two thousand people are believed to have perished. Other citizens, as shown in the picture, saved themselves by fleeing from Pompeii.

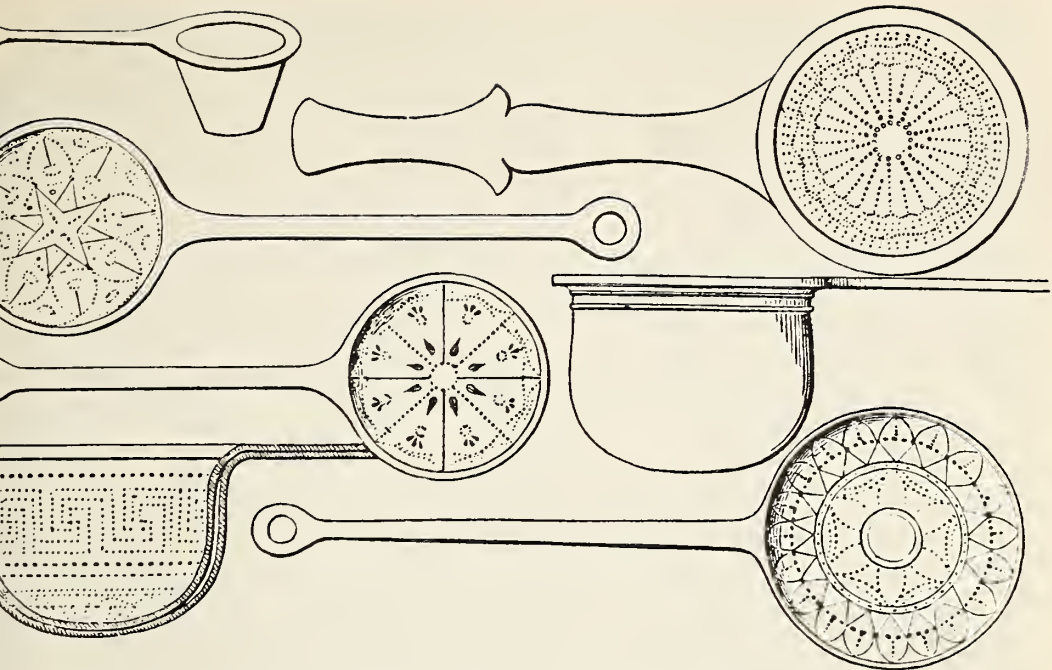
many changes. They gained new lands, and more people came under Roman rule. The Romans were both teachers and pupils. They taught the new people Roman ways of farming, building, government, and worship, and the Romans learned new things from their captives. Do we learn from other peoples today? Do Americans travel to other countries to learn new methods for doing things? Do foreign people come to learn our ways? Is this a good thing? Cannot this be done without sending conquering armies? What do you think of these things?

#### A CITY BURIED FOR CENTURIES

Do you ever stop to think how important records are? Do you know how hard it is to keep them? Your teacher keeps a record of your attendance. It shows when you were in school and many other important things. It would be much more difficult to get a record of the lives of your parents. What of your grandparents? great-grandparents? We are now going to talk about records which were made almost two thousand years ago.

*One of the most famous things in Italy is a volcano.* Perhaps you already know its name. Mt. Vesuvius is a great volcano just a few miles southeast of Naples. Visitors who go to Naples by steamship see Mt. Vesuvius before they reach the harbor. Smoke and vapors are always rising from the crater of this volcano, and it can be seen for miles around.

Scientists have been watching Mt. Vesuvius for hundreds of years. Thousands of tourists visit it. A railway and cable car take the visitor far up the side, and then he climbs to the edge of the crater. From there he looks down at huge piles of rock. Smoke and vapor spout out, and sometimes great red molten masses can be seen bubbling at the bottom of the crater. There are times when these melted rocks are hurled into the air. It is a strange and wonderful sight.



COOKING UTENSILS found in the ruins of Pompeii. When Vesuvius erupted, Pompeii was buried with light ashes. The ruins of the public buildings, shops, homes, and the many objects found show the life of the early citizens of Pompeii.

In 79 A.D.—less than a century after the birth of Christ—a beautiful city named Pompeii stood at the base of this mountain. It was a lovely place in which to live. The climate in southern Italy is mild and pleasant even in winter, and it must have been like this centuries ago. In 79 A.D. people in Pompeii were busy at their work, the children were at play—some may have been at school—and mothers were caring for their homes. Suddenly the top of the great Mt. Vesuvius was blown off! How high the ashes and rocks were blown we shall never know. We do know that the city of Pompeii was buried under twenty feet of ashes. People and animals were smothered right where they were. It was a terrible tragedy. A city and about two thousand of its inhabitants were buried, and no signs were left that the city had ever existed.

Hundreds of years passed. One day a man was digging in

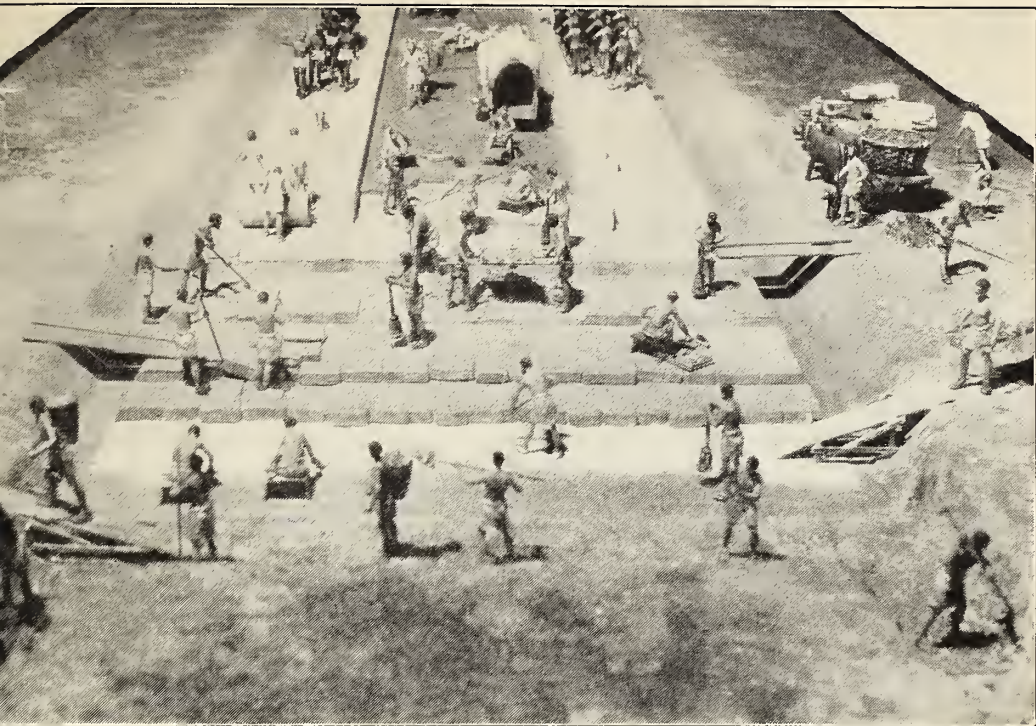


the ashes and found some carved stones. What did they mean? He and others began to dig. Soon they were sure they had found a buried city. It was one of the most important discoveries in the world. Fortunately a record had been kept of the time when the eruption came. To dig away the ashes was like lifting a great curtain, and now people could see just what the city of Pompeii was like, so many centuries ago. This record has been a wonderful help in learning about Roman life.

Thousands of visitors go about this old city today. One can see the ruts worn by chariot wheels in the stone pavements. He can visit a house and see how it was planned. Here is the front entrance and there is the kitchen. Stone bathtubs are over there and a laundry is nearby. One can understand how the water was piped into the tubs. He can see how the clothes may have been passed from one tub to another. There are interesting figures and pictures on the walls. All these things tell about the lives of the people.

The ashes packed the whole city so well that the air and water could not destroy it. Even bins of wheat were found. Many tools were uncovered, and in this way we know something about the carpenters and other workmen. There are surgical instruments which tell how the doctors operated. Many kitchen utensils and dishes have been found which scientists have studied with great care. Bread was found in ovens where it was baking when the top of the mountain was blown off. We cannot begin to tell all the things which have been found. Many of these objects have been placed in a great museum in Naples where one may see cups, vases, knives, bracelets, combs, needles, mirrors, and household utensils.

Do you see how this tragedy gave us such a wonderful record of ancient Roman life? We have not mentioned Herculaneum, a city which was nearby. It, too, was buried at the same time, as were also some small villages. Finer examples of art were



ROMANS BUILDING THEIR ROADS by spreading gravel over leveled land, pouring lime over the gravel to form a surface resembling concrete, and placing layers of paving blocks on this base. (*Model in Museum of Science and Industry, Chicago.*)

found there than in Pompeii, and the theater in Herculaneum is especially important.

There have been several great eruptions of Mt. Vesuvius since 79 A.D. Some have been very destructive. When there are great rumblings and the fire and smoke spout upward, people watch the mountain closely. It is the principal active volcano of all Europe and probably has been studied more carefully than any other.

#### ROMAN ROADS AND BRIDGES

*The Romans were good road builders.* Why is it important to consider the roads of a country? What do they mean? There is a saying, "All roads lead to Rome." Roads were built out from Rome in all directions, like the spokes of a wheel. Since the

Romans were determined that Rome should be the great center, they built many roads, and built them well.

The most famous of these old roads is the *Appian Way*. It is known as the *Queen of Roads*. It was built of large square stones and it was so well built that thousands use it today. This road was completed before Pompeii was buried. The Romans built the best roads of their day because they needed these roads to transport goods and troops. In this way they could hold their power. Armies could go marching off in any direction. There were twenty-four good roads leading to Rome.

*The Romans also knew just how to build bridges of stone.* They could build an arch that would support great weight, and at the same time they could make it a thing of beauty. Some of these bridges have lasted for centuries.

#### JULIUS CAESAR'S RISE TO POWER

One of the greatest Roman generals was Julius Caesar. He was a patrician but he was a friend of the common people. Since he was a patrician he could become a senator, and this he did. Some of the other senators thought he was too friendly to the common people and might aid the plebeians in gaining power. They did not wish the plebeians to gain more power, so they decided on a plan to get him out of the country. They arranged for him to lead an army against the Gauls.

Gaul was the country we now call France. It was a great country beyond the Alps. The Roman armies had captured part of it, but they were having trouble because the Germans from the north and east were invading this new province. Caesar was eager to lead an army, and his fellow senators were just as eager to have him lead one to a foreign land, so off he went at the head of a great army.

Things began to happen. Caesar and his army drove out



the Germans and soon conquered all of Gaul. On he went! He crossed the Rhine and invaded Germany. He even crossed the English Channel to Britain, where to this day there are walls in English cities which were built by the Romans.

Caesar's fame as a general spread. The senate was frightened. What would happen if he returned in triumph at the head of his army? They asked him to send his soldiers home. They wanted him to return as a private citizen, but Caesar feared he would be murdered if he returned alone. He sent all his soldiers home except the Tenth Legion, which he kept with him. The Tenth Legion of five thousand men was his favorite. When he started home, a new war began. The senate sent troops to stop him, and the plebeians or common people rallied to him. They knew he had been their friend and that he was still their friend. Caesar and his soldiers marched into Rome, and he was now the great hero of the common people.

#### THINGS TO TALK OR WRITE ABOUT

1. Why and when did the Romans drive the Etruscans out of power?
2. Find the sentence on page 131 that defines a republic.
3. Why did the Romans elect *two* consuls?
4. What were the democratic changes in the Roman form of government?
5. List the powers and practices of:

##### *Patricians*

##### *Plebeians*

6. Scan to find the sentence that tells why Rome grew great.
7. Write or tell why Cincinnatus was a *great* man.
8. In what ways was the Roman home a school?
9. Explain how the conquering Romans could be both teachers and pupils.
10. What scientific fact explains the preservation of the relics in Pompeii and Herculaneum?

### 3. FROM THE ROMAN REPUBLIC TO THE ROMAN EMPIRE

*The Romans had been very proud of their government.* It had been so planned that everyone was treated justly. The people could vote and could decide what should be done, but things had been changing. Rich and powerful families became greedy. They forgot the rights of poor people, and we have just read how they tried to get rid of Julius Caesar because he had been a friend of the common people.

*Caesar at first refused the title of king.* He wanted great power but he also wanted to help the common people. How could it be done? Since he was a very great general, the Romans made him *Imperator* or Commander of the armies. He was the greatest hero in all Rome and at that time was a friend of the people. He now decided that he would be the great ruler. As *Imperator* he had all the power of the armies and was really more powerful than some kings. All Gaul was now a province of Rome, and Julius Caesar ruled Rome and all the provinces.

*Caesar did many important things for the people.* He gave grain to the poor and jobs to the idle. Many workers were employed to build government buildings, and the people in conquered provinces were allowed to become citizens. Captured cities were encouraged to govern themselves. This made the people feel they were being treated fairly.

He became famous for his work on the calendar. The Romans wanted a good calendar. They had a ten-month calendar which did not work well. The Greeks had a twelve-month calendar which worked better. Caesar learned from great scholars that there were  $365\frac{1}{4}$  days in a year. He decided that there should be 365 days in the calendar year and that one day be added every four years to make a leap year. The month of July (Julius) was named in his honor since he was born in the seventh month. This calendar was followed for centuries. When it was changed, hundreds of years later, the change was slight.



THE ROMAN COLONY OF SELINUS IN SICILY was first a Greek colony and was built, like most early Greek towns, on a hill. The temples shown here were built like those in Greece. (*From Hulot-Fougères, "Selinonte."*)

The improved calendar was very much like our calendar today.

*Julius Caesar gained in power, but the patricians feared he was gaining too much power.* The senators plotted against him. They thought he was too popular with the common people. They feared he would become king for life and so they determined to kill him. One day as he entered the senate, his fellow senators surrounded him and suddenly stabbed him to death. What excitement! The greatest of all Roman generals was dead. What would happen now? His adopted son, Octavius Caesar, seized the power and later became ruler of all Rome.

#### THE FIRST EMPEROR OF ROME

*Augustus Octavius Caesar was the first Emperor of Rome.* We have seen how Julius Caesar became so powerful. He was





THE ROMAN EMPIRE ABOUT 1 A.D. The dark shading shows the extent of the great Roman Empire. The old Roman Empire is shown as it would appear on a recent map.

Imperator. The word *emperor* comes from this word, but Julius Caesar was not recognized as the emperor. He led the people as they were changing their government from a republic to an empire. When Octavius Caesar first became the great leader, he, too, was called *Imperator*. He was commander of the army and would soon have all the power of an emperor. The word *Caesar* meant “ruler” and *Augustus* meant “majestic.” The people gave Octavius the title of honor “Augustus” much as “His Majesty” is used in speaking of a king. Julius had been a *Caesar* or ruler and now his nephew and adopted son Octavius had become a ruler. He was addressed as “Your Majesty, Octavius the Emperor, Caesar.”

Octavius had served under Julius Caesar in several military campaigns, so he was able to take over the authority of the Imperator. The Roman Empire was now established and soon included all the land around the Mediterranean Sea. Look at the map on this page. Do you see how the little settlement at Rome

became a mighty empire? How do you explain it? Augustus Octavius Caesar ruled from 31 B.C. to 14 A.D., a period of 45 years.

### FOR YOU TO DO

Copy the following sentences. Complete each sentence by filling the blank with the right word chosen from the list below the sentence.

1. Caesar was a \_\_\_\_\_ who was a friend of the common people.  
plebeian — patrician — communist
2. The \_\_\_\_\_ wanted to get Caesar out of the country.  
patricians — plebeians — communists
3. What is now \_\_\_\_\_ was once called Gaul.  
Germany — Italy — France
4. There are walls still standing in England that were built by the invading \_\_\_\_\_.  
French — Greeks — Romans
5. Caesar took his favorite Tenth \_\_\_\_\_ back to Rome.  
Company — Legion — Army
6. The rich Romans became \_\_\_\_\_ and forgot the rights of the poor people.  
harsh — rude — greedy
7. Caesar as \_\_\_\_\_ had all the control of the armies.  
Imperator — King — Emperor
8. Caesar's \_\_\_\_\_ Octavius became the ruler of all Rome.  
cousin — adopted son — brother
9. Caesar is noted for his work on the \_\_\_\_\_.  
calendar — records — roads
10. Caesar was killed by his fellow \_\_\_\_\_ because they were jealous of his power.  
soldiers — plebeians — senators

#### 4. FIVE HUNDRED YEARS AND OVER SIXTY EMPERORS

The Roman Republic became the Roman Empire, which lasted five centuries and had over sixty emperors. What a record! Was this a good thing? We shall see. The government of the Roman Empire was strong, and Augustus Octavius Caesar was a great leader because he knew how to manage the army very well. He also helped the people in each province to manage their own affairs and with a strong army was able to enforce the laws. He stationed soldiers in every part of the Empire as a great police force. These soldiers received their orders from the emperor in Rome, and they saw to it that the ideas of the Roman government were understood and respected. Rome was now very powerful. It was the strongest government in the whole world.

#### ROMAN HOMES

Many fine homes were built in the country. Some were located on a mountainside. About them were vineyards, olive trees, and garden plots for growing flowers and vegetables.

Poor people lived in simple homes. Some of these were built of wood and some were made of stone and stucco. Poor families did not live in luxury, but the mild climate made even their lives fairly comfortable. Since there was much shipping and trade, they could get enough food and usually fared well. By growing vineyards on the slopes, they could make a great deal of wine which could be exchanged for grains and other goods that might be needed.

#### ROMAN ENGINEERS AND BUILDERS

One of the great developments in Augustus Octavius Caesar's time was the water supply. The Apennines near Rome could furnish pure mountain water. How could it be brought to





ROMAN STREET SCENE. The streets were very narrow. The ruts were worn in the paving blocks by the chariot wheels. This picture shows the busy everyday Roman life. (*Drawing by R. A. Mann.*)

Rome? Being good engineers, the Romans built great aqueducts. *Aqua* means water and *ductus* means lead. The aqueducts led the water from the mountains to the city. They were built of stone, and some of the remains still stand. There was no danger of the water freezing in this climate, so there was no need to put water pipes underground as we do in many parts of America.

The aqueducts were great stone troughs supported by stone arches. The Romans had learned to build strong and beautiful arches. These great aqueducts reached many miles from the mountains to the city of Rome. The largest was nearly sixty miles long. This steady supply of pure mountain water flowing into the city added to the comfort and luxury of the people. It could be used for drinking, bathing, washing clothes, watering gardens, and in fountains. It was also valuable in fire protection

because in those days there were still many wooden buildings in Rome. The Romans also had good sewer systems which required a water supply.

Today there are very few wooden buildings in Italy because that country now has very little timberland. Centuries ago the wood was used, and the trees cut down were not replaced by young ones. In ancient times much wood was used for cooking, and rich families used it to heat the houses when the weather was cold and damp. Charcoal was also made from wood and was used for cooking and heating in the poorer homes.

*The Roman Forum was in the central part of the city.* It was a great meeting place for leaders in government and business. It contained great buildings and open courts. There were splendid temples, and the first Roman courthouse was here. The building in which the senate met was in the center of the Forum, and it was here that the famous senators made their great speeches. The Forum was a great open square where the people could easily gather. It was a center for celebrations.

Triumphal arches were built, and the victors who had won great battles rode through these arches as the crowds loudly cheered them. Dashing horses were hitched to chariots, and the chariots, the horses, and the drivers were highly decorated. To show their power the victors would drag their war prisoners along as slaves. Sometimes a colossal statue of the victor would be placed on a column or on top of the arch. A column, with the statue of the Emperor Trajan on top, still stands. The triumphal arches of Titus, Constantine, and Septimus are also still standing.

Can you imagine one of these great celebrations? The people would gather as the armies returned, and here would come great loads of booty taken by the Roman soldiers, such as statues and paintings. Later would come jewels and fine objects of silver and gold. The captured ruler and his family sadly followed. Then



THE ROMAN FORUM is shown here as it was in the days of the emperors. The building on the hill in the background was the Capitol—also called the Temple of Jupiter. (*From a restoration by Spadoni.*)

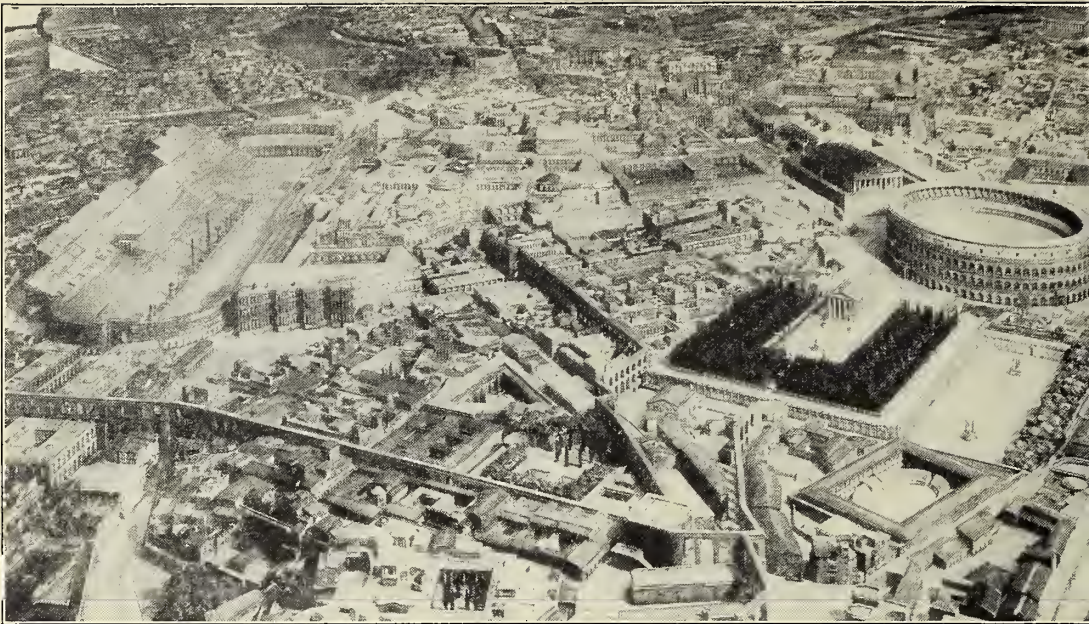
came the dashing victor, his officers, and thousands of soldiers. How the people shouted! Rome was having another triumph. The Roman Forum was ringing with excitement.

#### TWO FAMOUS BUILDINGS

*The Pantheon is a temple built by the Caesars to all the gods.* The word *pantheon* means “all the gods”—*pan* (all), *theon* (gods). It is standing today and is the one ancient building in Rome which is not in ruins. Thousands of people visit this famous old temple built in honor of all the Roman gods. As visitors look at it they recall the great events of centuries ago. Today it is used as a Christian church. The ruins of other great structures also tell us much about ancient Roman life.

*The Colosseum was one of the most thrilling places in Rome.* The ruins of this great building can still be seen. The Romans were fond of races and sports. These went well with army life and great military campaigns. The Romans loved exciting contests and because of this the Colosseum was built. Different kinds of horse races, athletic contests, and other sports and games were held in it.





MODEL OF THE ANCIENT CITY OF ROME. The Colosseum (*right*); the Circus Maximus, where chariot races and games were held (*left*). Note how the aqueducts, which brought water from the hills, cut across the city. (*Courtesy of the Philadelphia Museum of Art.*)

The Colosseum was built in the shape of a platter or of some football stadiums of today. It was over 600 feet long and about 500 feet wide. The outer walls were 150 feet high. In the center was a great open space surrounded by a low wall. The floor was of boards covered with red sand (*arena*) to soak up blood without showing it. (May the word arena have something to do with the red sand? What do you think?) Below the floor were spaces for men and animals. Even today one can go about the ruins and see just how the building was planned. Enough of the walls still stand to see how high the building was. We can understand how nearly 100,000 people could be crowded into it.

*But what happened in the Colosseum?* Gladiatorial games. Have you heard of gladiators? Gladiators were men who were trained to fight with weapons, usually a sword. Often they were slaves. Sometimes the gladiator fought another man and sometimes a wild beast. It was always a life-or-death matter with him. If he won he might go free, but if not he was killed by a



CHARIOT RACES were colorful and exciting. These races, free to the people, were well attended. (From "*Quo Vadis*," courtesy of First National Pictures.)

lion or by another gladiator. Condemned men were thrown to the wild beasts, and many early Christians suffered this fate. It all seems very cruel to us today, but the Romans liked it. Several thousand gladiators might be killed in a single season. Day after day the crowds would go to the contests. They would go to the Colosseum much as Americans go to baseball games or as Mexicans go to bullfights.

#### ROMAN EDUCATION

*Yes, the Romans had schools.* They could not have become a great people without good schools. Schools were important then and are much more important today. Their schools were very different from ours. They were not for all the children. The ones from the better homes were sent to a small school where the teacher was often a highly educated Greek who had been taken as a slave. The boy was taken to the school by a slave who might also be able to teach him. The slave saw to it that he



arrived at school safely and in the evening brought him home. There was no playing about on the streets in those days!

*In Roman schools several different subjects were taught.* The Romans wanted each boy to be patriotic, obedient, and to have a love for military achievements. Pupils learned to write on wax tablets with a stylus which was shaped like a pencil. There were no paper notebooks in those days. When a wax tablet was covered with letters, it could be melted flat again. Pupils learned to read, write, and do some arithmetic. The arithmetic was difficult because of Roman numerals. We write the year that World War II ended in our Arabic numerals in this way: 1945. In Roman numerals it is MCMXLV.

The students memorized poetry, important laws, and names of famous men. They studied geography and history because they must know much about the Roman Empire. Military training was important, and boys must become strong and good in sports. They were trained to run, jump, swim, and throw the javelin or spear.

The girls were taught in their homes. They learned weaving, spinning, sewing, and how to care for the home. Some girls in wealthy homes learned music and dancing, and could recite poetry. The Roman women often took responsibility for managing affairs while the father was away at war.

### FOR YOU TO DO

1. Make a summary of this section, pages 154-160. Decide whether or not you are improving your ability to make a worth-while summary.  
Select important items from the summary to be added to your time line.
2. Appoint a committee of boys to have charge of directing a dramatization of a day in a Roman school.
3. Appoint a committee of girls to have charge of directing a dramatization of a girl's day in her Roman home.



## 5. THE FALL OF A GREAT EMPIRE

*The Roman Empire was great but it could not last.* We have seen how wonderful roads were built. These were used in trade and also for the armies. There were magnificent buildings in Rome because people in distant provinces had been taxed to pay for them. Roman soldiers guarded all parts of the Empire, and a great Roman fleet patrolled the sea. The Roman Empire made a fine outward showing. It appeared very strong but as time passed it grew weak. What was happening in this great empire?

The affairs of the state were in the hands of a few, and the common citizen no longer had a voice in his government. Thousands of young men were killed in endless wars, and taxes grew heavier and heavier. Was this the way of a good and happy life?

The whole plan was wrong. For Rome to rule her own city-state was all right, but for Rome to govern so many provinces was unjust. Why should people hundreds of miles away support powerful Roman politicians in luxury? The plan for ruling the Roman Empire was killing the spirit of the people. They had lost their freedom and were now in poverty. Magnificent buildings in Rome and great highways did not feed the families of the poor. Things could not go on in this way. Something was bound to happen and something did happen.

### THE FIRST CHRISTIAN EMPEROR

*Constantine ruled from 324 to 337 A.D.* He could see that the empire was too large to be ruled from Rome. He knew that great hordes of barbarians to the north might attack the Roman Empire. Rome still had strong armies, but the spirit of the people was broken. Why fight, only to remain as serfs and to live in poverty? Was this the best life possible for them? Many thought it was not. Constantine took the first step toward better

government by dividing the Roman Empire. He formed the Western Empire and the Eastern Empire. Rome was the capital of the Western Empire and Constantinople, at present called Istanbul, was the capital of the Eastern Empire.

*Constantine set up the Eastern Empire.* Constantine decided to establish his throne in Byzantium. When Byzantium became the capital of the Eastern Empire, it was called Constantinople in his honor. He believed that his strongest enemies were in the East and decided to leave the Western Empire largely to the Roman senate.

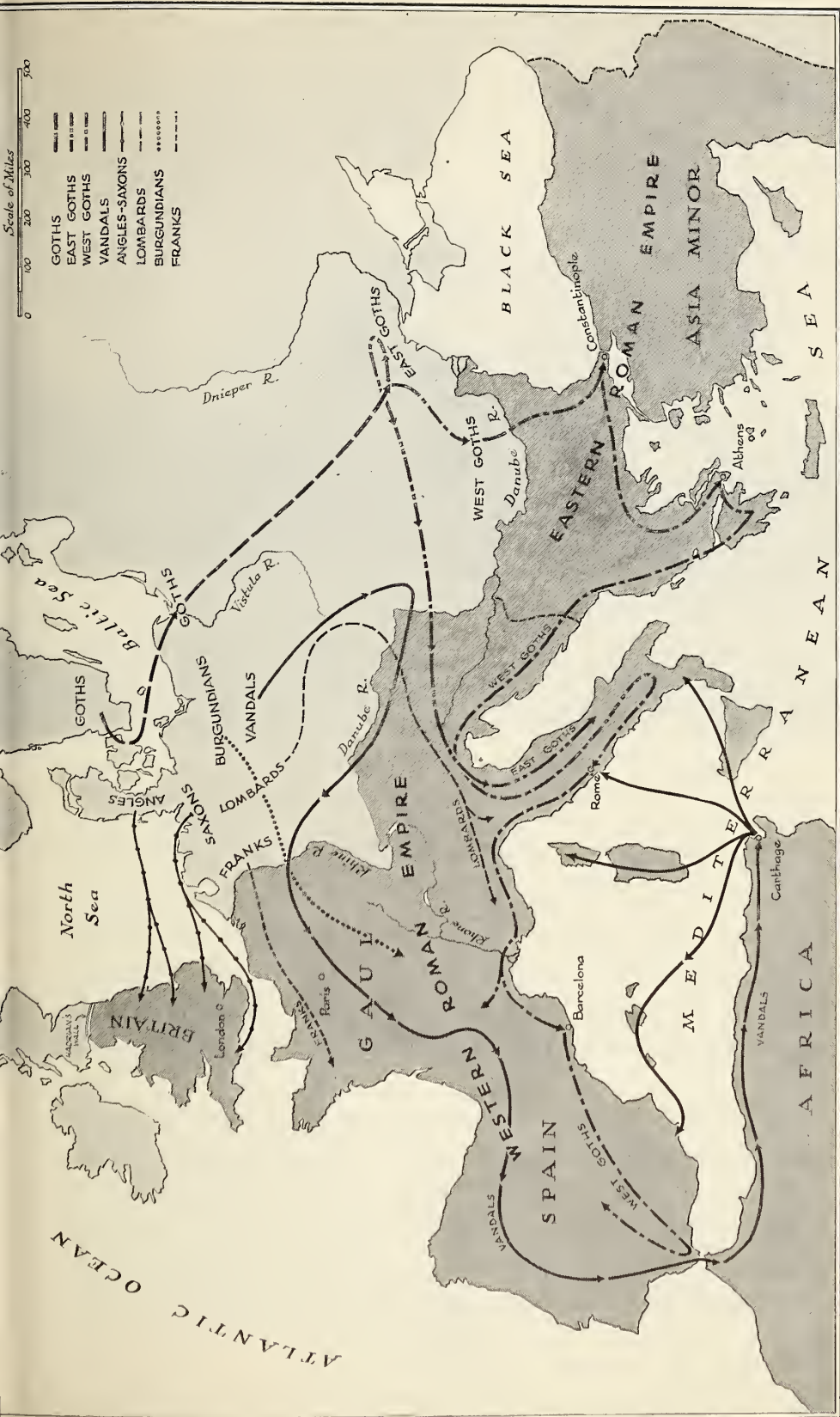
The new capital was an excellent place in which to carry on trade because there were rich countries near. There were also powerful enemies—the barbarians along the Danube and the Persians to the east. Could he gain the wealth and keep back the enemies? He at once spent great sums of money on the capital. Palaces, churches, baths, theaters, forums, circuses, aqueducts, and walls were built, and great works of art were collected.

Constantine accepted Christianity and became the first Christian emperor. He stopped the persecution of Christians. All people were to be free to worship as they chose.

*The Western Empire continued to follow old plans.* Rome was not built in a day. It was an old city but it still had strength. The barbarians to the north were the great danger. Many people in Rome were restless. The barbarians, called Teutons, were determined to invade the city. They knew that the Romans held great wealth, but that it would not be easy to capture the treasures because the Romans kept their soldiers on guard at the border.

#### INVASION OF ROME BY BARBARIANS

When Constantine died, his two sons divided the Empire between them. The elder lived in Rome while the younger re-



MIGRATIONS OF THE EARLY TRIBES OF EUROPE





SANTA SOPHIA IN CONSTANTINOPLE was built in the sixth century and was a Christian church until the Turks captured Constantinople. Since then, four minarets have been added, and it has been used as a Mohammedan mosque. (*Copyright by Publishers' Photo Service.*)

mained in Constantinople and ruled the East. The barbarians were becoming stronger. Many were hired to serve along the borders in the Roman army, where they learned how it was organized. They could see the wealth in border cities and as they returned to their tribes they helped plan the attack on the Roman lands.

There were many of these tribes—Goths, Lombards, Vandals, and others. They had gone about Europe for years fighting and plundering. They were tough fighters, really barbarians! The Goths made terrific attacks against Roman territory. Some attacked the Eastern Empire, others the Western Empire. They were so successful that they captured and plundered Rome itself.

Then came the Vandals, who burned and robbed Rome. They were so destructive and terrible that we have the word *vandalism* coming from the name of the tribe. They did not stop at robbery but destroyed what they could not carry off until all of the Roman Empire was terror-stricken. Finally came the powerful Huns. They were worse than the earlier barbarians. These expert horsemen would sweep down a valley and destroy everything in sight. The government of Rome had broken down. A few selfish people had seized power and most of the wealth, and now both their power and wealth were destroyed.

The common people were aroused. They were determined to drive out the emperor. That is what they did in the Western Empire. Odoacer, a barbarian who had become a general in the Roman army, led the revolt. He forced the young Roman emperor, Romulus Augustulus, to surrender. Odoacer did agree to recognize the Eastern Empire, which lasted several centuries after the Western Empire collapsed.

### WORKING TOGETHER

1. List as many causes of the fall of the Roman Empire as you can determine.
2. List the modern inventions that should enable an empire of today to survive.
3. Review the meanings of the terms B.C. and A.D. Discuss difficulties involved in problems requiring computation of dates. Make and solve problems requiring computation of dates.

As a check on what you have learned, make ten problems such as the following for the class members to solve:

- a. Augustus Caesar ruled from 31 B.C. to 14 A.D. Find the number of years he ruled.
- b. Constantine ruled from 324 A.D. to 337 A.D. How many years did he rule?





AIR VIEW OF ST. PETER'S CATHEDRAL IN ROME showing the circular piazza leading to the cathedral. Michelangelo, one of ten architects, worked on the cathedral plans. (*Photograph by Alinari.*)

## 6. ITALY FROM 476 TO NOW

*We say that the Roman Empire fell in 476 A.D.* That was a long time ago. Many centuries have passed since that time. We cannot take time to tell of what happened in all those centuries. We have seen how Rome became very great and how the people worked and planned together. Then things began to change. A few wealthy families seized the power. The leaders became selfish and harsh, and this weakened the whole Roman Empire. Later the barbarians destroyed most of the wealth and much of the civilization of Rome. The Roman Empire had actually fallen; it was now only a name. For more than three hundred years after the fall of the Empire, the land we now know as Italy was wretched.

*During these three centuries the Christian Church was slowly growing.* Thousands of people accepted Christianity, and missionaries traveled far and wide to teach this religion. They had



great faith and taught the importance of brotherhood and of being good neighbors.

About 800 A.D., *Charlemagne, king of the Franks, began to work with the Pope.* Charlemagne was a Christian and a strong leader. Up to this time the Pope had not been strong in government. Now these two great leaders worked together, and the Pope made Charlemagne emperor of Rome. Conditions were growing better but they were not yet good.

*Italy was divided into many provinces which fought among themselves.* Invaders pillaged and plundered with the result that Italy was made up of independent provinces for hundreds of years. Each had its own government and each went its own way. Italy could be and must be united. It did become really united in 1870.

#### ITALY'S INFLUENCE ON AMERICAN CIVILIZATION

We can see that Italy as a country is both very old and very young. From earliest days it has influenced the civilization of the United States. The centuries of greatness for Rome came long before America was discovered. But we are influenced by the Roman people of all these centuries. A few words suggest how the ancient Romans influence our life today: Roman Senate—United States Senate; laws protecting rights of individuals; *forums* where people meet to discuss problems; *representative* government; freedom of worship; aqueducts; arches; theaters; schools; and churches. Do you see how these ways of life are passed along? Explain the ways as well as you can.

#### HISTORY OF MODERN ITALY

*Italy, as we have seen, became a united kingdom in 1870.* Other countries had intruded in Italian affairs but were now driven out. Italy began to grow stronger. The population in-

creased so rapidly that colonies became important. Among Italian colonies were Italian Somaliland and Eritrea in eastern Africa, and Libya in northern Africa. Since the homeland was overcrowded, millions of Italians went to these colonies, to the United States, and to other countries. For several years, more than a quarter million Italians came to America each year. Many of our best citizens are of Italian descent.

For many years the principal industry of Italy was agriculture. The people of Italy grew wonderful fruits, vegetables, and grains, but they could not grow enough for the whole population. Something had to be done about this. Many moved to other countries, particularly the United States. The Italians also started manufacturing. Manufactured goods could be exchanged for foods and other goods. They developed manufacturing until Italy has now become the leading country of southern Europe in this field.

Italy has had many troubles in recent years. Mussolini became the dictator of Italy in 1922 and led the people into a sea of troubles. He was eager to build and rule a great empire. He sent armies to conquer Ethiopia in eastern Africa. Then Albania, across the Adriatic Sea from Italy, was invaded and annexed. All of this was to satisfy Mussolini's selfish ambition. There was much boasting about the military might of Italy. Italians were led to dream of conquests and a great empire.

Encouraged by his easy victories, Mussolini decided to join the Germans in World War II. Together, could they not conquer the world? He sent troops to aid the Germans who were battling the British in eastern and northern Africa. The fight grew fierce all over the Mediterranean area. Italians tried to conquer Greece but failed. The Germans also went into Greece and conquered that country for the time being. Meanwhile, United States armies had landed in North Africa and joined the British in fighting the Germans and Italians. Slowly but surely the Germans and



THE MAINLAND OF ITALY and the nearby islands of Sicily and Sardinia.

Italians were defeated. The Italians, now discouraged and tired of war, surrendered. Mussolini was captured. Later he was mobbed and killed by his own people. Italy had lost the war! Her colonies were taken from her. Gone was her dream of an empire!

*Italy is now recovering from the effects of World War II. The losses of the war made her very poor, but Italy is a beautiful land and even war cannot destroy the wonderful climate, clear*





THE BAY OF NAPLES, one of the great harbors of Italy, is known as one of the most beautiful spots in the world. See Mt. Vesuvius in the distance.

skies, beautiful mountains, lakes, and harbors. For many years people have talked about "sunny Italy." For centuries it has been a vacation land. Tourists from all over the world visit Italy. They love the climate, fruits, flowers, and the friendly people. They never grow tired of looking at the beautiful architecture and works of art.

#### GREAT ITALIAN CITIES

*There are many interesting cities and places in Italy.* Naples has a very beautiful harbor. It is so lovely that there is an old saying, "See Naples and die." The city is very attractive in the sunshine as it is spread out on the mountainside and reaches down to the shore. Old Mt. Vesuvius can be seen in the distance sending a cloud of smoke drifting far over the land. The people

VENICE, TO-DAY, has a charm rivalled by few cities. The Venetians early became a seafaring people, and Venice was one of the greatest centers of trade. (*Photograph by Publishers' Photo Service.*)



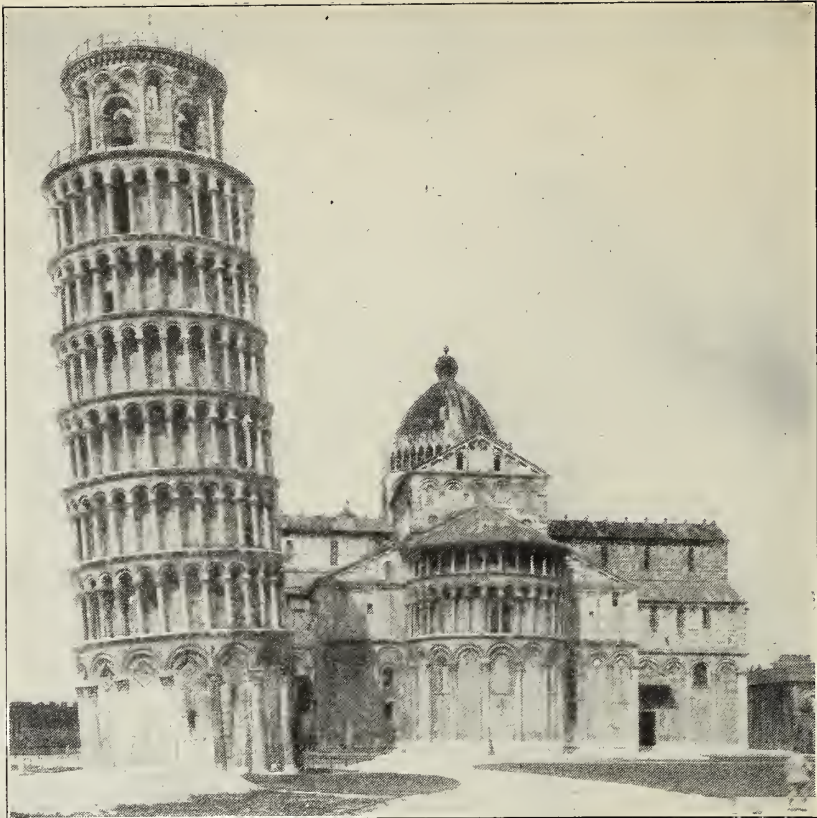
are happy. Even the vegetable peddlers sing their wares! The people love music, color, and dancing and take great joy in living.

Florence, the “city of flowers,” has a great variety of art. There are galleries of paintings and statuary. A wonderful cathedral, beautiful statues, famous carvings, great bronze doors, and fine objects of silver adorn the city. The silver workers to this day are experts. Florence probably developed a higher state of civilization than any other Italian city.

Venice is the strange city with canals for streets. All travelers to Italy try to visit Venice. It is very famous for its fine glass. For example, the making of glass as a business and art has been carried on by one family for six hundred years. This city—“Queen of the Adriatic”—was started centuries ago. The city grew, and canals served as streets. Today it is a great city of



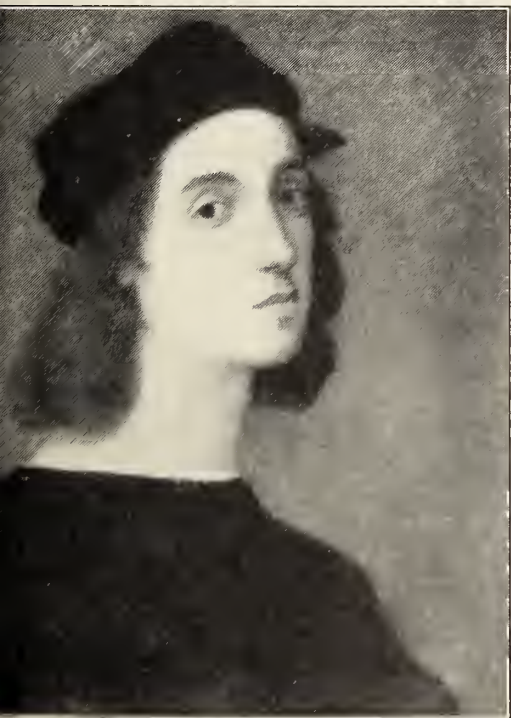
THE LEANING  
TOWER OF  
PISA. Here Gali-  
leo performed  
one of his most  
famous experi-  
ments. The rear  
of the Cathedral  
of Pisa is also  
shown. (Photo-  
graph by Ewing  
Galloway.)



canals. People travel about in small boats called *gondolas*. The boatmen, called *gondoliers*, push them with long poles and often sing as they glide about the city. There are also large motorboats which pick up and leave passengers along the canals as buses do in the streets of our cities.

All Americans are interested in Genoa, the birthplace of Columbus. Pisa is most famous for its leaning tower, which you have often seen in pictures. Milan is the great city of commerce. The cathedral of Milan is particularly famous because it is decorated with about a hundred spires and seven thousand statues. Near the cathedral, in an old convent, is one of the world's greatest pictures. It is the "Last Supper," painted on the wall several centuries ago by Leonardo da Vinci. It is somewhat dim now from age and weather but is still wonderful to see. Fortunately, excellent copies have been made, so all the world can enjoy this great picture.





THE FLIGHT INTO EGYPT (*top*), by Giovanni Bellini. Raphael's self-portrait, and the famous MONA LISA by Leonardo da Vinci appear at bottom. (From originals in Mellon Collection, National Gallery of Art Washington, D.C.; the Uffizi Gallery, Florence; the Louvre, Paris.)

## FAMOUS ITALIANS

We see that the Romans taught us much about architecture, building roads, government, and law. Christianity has spread from Rome to all parts of the world. Many Italians who have become American citizens have succeeded in every kind of business and profession. Famous men of Italy have helped us and all the world. Here are the names of just a few famous Italians. There are many more.

Cellini—sculptor; very skillful in working with silver

Columbus—explorer (you add the story)

Donizetti—composer; composed beautiful operas

Galileo—scientist; studied falling bodies at the Leaning  
Tower of Pisa

Galvani—scientist; discoveries in electricity

Leonardo da Vinci—artist; painted “Mona Lisa” and the  
“Last Supper”

Marconi—scientist; invented wireless

Marco Polo—explorer; important early explorer

Stradivari—violin maker; made world-famous violins

Verdi—composer; composed great popular operas

Amerigo Vespucci—explorer; America takes its name from  
him

Volta—scientist; electricity; word “volt” comes from his  
name

Many of our words come from the Latin. Music, religion, navigation, sculpture, painting, poetry, plays, and science have been influenced by the people who have lived on the great peninsula of Italy.

## THINGS TO DO

1. Make a large pictorial map of Italy. Locate the important cities of today. Around the edge of the map, picture the products of Italy.

Make your map worth while by drawing a colored line from each pictured product to the area or city noted for its production.

You can add interest to your map by making small pictures of noted Italians. (See the list on page 174.) Arrange a method to make them stand up on your map. Paste a small name plate near each person pictured.

2. On thin paper make a tracing of a map of the Mediterranean Area. Draw the boundaries of the ancient countries of Greece, Crete, Assyria, Phoenicia, and Egypt.
3. From your reading, justify the statement that the Mediterranean Sea probably has had a greater influence on history than any other body of water.
4. Together compose a definition of democracy. You may wish to change your definition later. Why?
5. Choose the name of a noted Italian listed on page 174. Read extensively on your topic and make a written report. Check your report carefully.

Read your reports in class. Ask for helpful criticism.

6. Ask for volunteers to report on one of the following subjects:
  - a. Volcanoes
  - b. Vesuvius
  - c. Paricutin
7. Explain what is meant by the fall of a government.
8. Working together, write a play about the daily life of a Roman patrician.
9. Make a calendar like Caesar's.
10. Have a committee select and arrange news clippings about happenings in the Mediterranean region today.

Arrange your clippings in a scrapbook when they are removed from the bulletin board. Leave this book in your class library.

11. Write a play having tourists stop at different places of interest in Italy. Include the conversation of the tourists. Have guides point out historical places. The guide should answer the questions of the tourists.
12. Make a chart listing the words mentioned in your text that we have taken from different languages. Look up in the dictionary a number of other words found in your text. Make a list of five that came from other languages.
13. Invite a veteran to describe for your class the parts of Italy he saw.



## LEARNING BY LISTENING

Italians are often called "sunny Italians." The Italians love music and have given to the world much beautiful music. The songs "Santa Lucia" and "O Sole Mio" are typical Italian folk songs expressing their joy of life.

The most important music of Italy is the opera, which had its beginnings there. Italy has produced more operas than any other country. It is said that even the boys on the street know the more familiar operas.

Perhaps you have the following records in your record library. If not, you may be able to borrow them. Listen to them for appreciation. Plan "check tests" for recognition.

Santa Lucia, 15348 Victor

La Traviata, 7686 Victor

O Sole Mio, 20248 Victor

Rigoletto, 10012 Victor

Check the index in music readers to see whether you can find some of the following songs to learn:

"O Sole Mio," "The Italian Street Fair," "Santa Lucia" and  
"Twilight Song."

## BOOKS YOU WILL LIKE TO READ

Angelo, Valenti. *Nino*. New York: Viking Press, 1943 (fairly easy).

Illustrated. Story of a little boy who lived in Tuscany.

Davis, Mary G. *Handsome Donkey*. New York: Harcourt, Brace & Co., 1933 (easy reading). Illustrated. An amusing story of daily life of Italian mountain folk.

Duvoisin, Roger. *And There Was America* (from Leif Ericson to William Penn). New York: Alfred A. Knopf, 1938 (easy reading). Illustrated. Stories of early explorers.

Gibson, Katherine. *Goldsmiths of Florence*. New York: Longmans, Green & Co., 1945 (for good readers). Illustrated. Stories about great craftsmen—Cellini, Donatello, Della Robbia, and others.

Kummer, F. A. *First Days of Knowledge*. New York: Doubleday & Co., 1923 (easy reading). Illustrated. History of inventions told in simple story form.

Williams, Jay. *Stolen Oracle*. New York: Oxford University Press, 1943 (not too difficult). Illustrated. Story of two boys in the time of Emperor Augustus.

## UNIT IV

### *Early Life in Central and Western Europe*

In ancient times, most of the people in central and western Europe were barbarians. They roamed the forests, hunting and fighting. The tribes had a simple form of government, but the nations had not yet been organized. Much of the territory was under the control of the Roman Empire.

During the period known as the Middle Ages, monasteries were started. Feudalism was established as a means of protecting the people against their enemies. This was the period when the Crusades took place. It was also the time when nations began to be formed.

#### I. THE STORY OF EARLY FRANCE

In the fourth and fifth centuries, Teutonic tribes, such as the Franks, Goths, Vandals, Lombards and Saxons, were driven from their homeland in central and eastern Europe by the attacks of the savage Huns from Asia. These Teutonic tribes then invaded other parts of Europe. Some settled in Gaul, some in Italy, some in Spain, others in Germany and northwestern Europe. Still others crossed over to the British Isles.

These Teutons or Germanic peoples were good fighters and hardy hunters. They hunted wild animals for food and used the pelts for clothing. Later they had herds of sheep and goats.



INVASION OF ENGLAND BY THE DANES. For centuries, the Norsemen roamed the coast of Europe, looting its shores and terrorizing the inhabi-





tants. In 877, led by King Alfred, the English fought off the last invasion of the Danes on their shores.

They learned to spin and weave. Gradually they learned to use metals. They smelted the ore and made crude metal weapons.

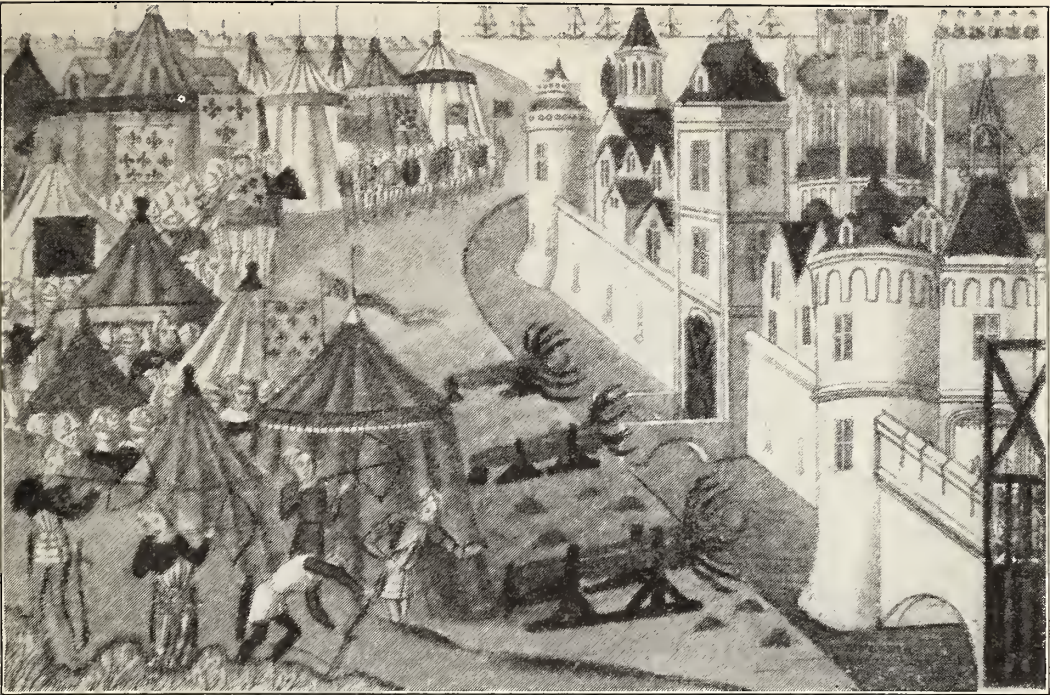
Slowly these people learned to live in small villages. They grew grain in nearby fields and herded animals on the hills. Crude huts and cabins were built. The great forests furnished plenty of wood for building and for fuel. The women tilled the soil and prepared the food and clothing. The men went hunting and fishing when they were not fighting. Captives taken in battle were sometimes used as slaves, but most of the work at home was done by the women.

*Life in the villages was hard.* The Teutons lived a hard life for over a thousand years after the birth of Christ. They were great woodsmen and warriors who wandered through the forests of Europe. In their religion they worshipped many gods and goddesses. There were gods of battle and gods of bravery. They believed there was a place called Valhalla, the home of the gods. It was the home of the old German gods much as Olympus was the home of the Greek gods. Heroes slain in battle were believed to go to Valhalla to feast with the gods. Many fanciful tales were told of these heroes. Children were told of brave deeds, and the boys were trained to fight.

The ideal Teuton was a courageous fighter. He was tall, slender, fair of complexion, blue-eyed. As these tribesmen roved about they came to love their freedom. Each small tribe went its own way. If the interests of one clashed with another, a battle followed.

*The Huns from Asia, as we have noted, began to drive the Teutons out of central and eastern Europe.* This happened about the fifth century. Attila, the "Scourge of God," a great leader of the Huns, invaded Europe. He and his followers swept over Germany, crossed the Rhine and entered France. The Teutons fled before these terrible barbarians to find safety wherever they could. They pushed on to Rome where they began to





PICTURE FROM FROISSART'S "CHRONICLE" of life in the fourteenth century showing the crudeness of the early cannon. The gun was one of the three great mechanical inventions of the Middle Ages.

learn the ways of the Romans. They became more civilized as one group learned from another.

In the meantime fierce battles were fought all over Europe. Each little group wanted its own way. The people could not agree upon a plan for a large nation. This went on for centuries, and this sad period is often called the *Dark Ages*. It was a period of low civilization; few people could read and write. There was little interest in building cities or good roads. People had not learned to work well together. Civilization was almost at a standstill.

*At about the time of the birth of Christ, France was known as Gaul.* It is an old country. Julius Caesar led his armies into Gaul and conquered it a long time ago. It became a part of the Roman Empire. You will recall that the people were barbarians who did not have a fine civilization such as Rome had. This part of the Roman Empire was invaded about 250 A.D. by one of the





TOURNAMENTS were popular in the Middle Ages. The contests gave the knights opportunities to display their skill in fighting. The knights



are shown tilting with lances, trying to unhorse an opponent. The tournament was a colorful occasion of pageantry and feasting.



Teutonic tribes from central Europe known as the Franks. They settled down in Gaul and intermarried with the natives. This mixture of Franks and Gauls formed the French people.

#### CHARLES THE GREAT, A STRONG LEADER

*Charlemagne was the king of the Franks.* Charlemagne means Charles the Great. We have heard of him before. When the Roman Empire grew weak, the people looked for a strong leader. Since he had accepted Christianity, he had good relations with the church. When the Pope was threatened, Charlemagne came to his aid. In the year 800, Charlemagne visited the Pope, Leo III, in Rome. On Christmas Day, Charlemagne went to St. Peter's Church. Dressed in the rich robes of a king, he knelt in prayer. Suddenly the Pope placed a golden crown on his head. Charlemagne was now emperor! The people shouted their approval. It is said that Charlemagne was surprised by the Pope's act although he and the Pope had made many plans together.

When Charlemagne was crowned as emperor, a great change came to the empire. It was no longer the Roman Empire of the Caesars; Charlemagne was not a Roman. He had risen to power in central and western Europe and was beginning to build what was to become the countries of France and Germany.

Charlemagne was poorly educated, but he believed in schools. He could read a little, but he could scarcely write at all. He knew that his people needed education. What can you tell of other people who had little schooling but who wanted others to have a good education?

Charlemagne started a school in his own palace. Later there were schools in other palaces. They were called *palace schools*. These schools were at first for the sons of noblemen, but later they were open to other youths.

Books were not printed in those days, for printing, as we



THE CROWNING OF  
CHARLEMAGNE  
in 800 A.D. is pictured  
in this fanciful paint-  
ing by Leopold Levy.



know it, had not been invented. Books were copied by monks who lived in monasteries and spent much of their time in this kind of work. What a slow task it was! How would you like to sit and copy even one chapter of this book?

Charlemagne divided his dominions into counties with each county ruled by a *count*. There were other officials under the counts. Each reported to the official above him. In this way Charlemagne knew what went on in all parts of the country.

Charlemagne was a great king, but his successors were weak. When he died, there was no strong leader to follow him. His empire was soon broken up and feudalism took its place. Feudalism, though not a good plan of government, lasted many years.

## THINGS TO TALK OR WRITE ABOUT

1. How did France get its name?
2. Give reasons why Charlemagne is considered a wise ruler.
3. Relate the story of the invasion of Europe by the Teutonic tribes. Include their ways of living.
4. What caused the period known as the *Dark Ages*?
5. Who was the king who believed in schools although he was uneducated himself?
6. What do you think the origin of our word *county* is? Check your decision with a dictionary.

## LEARNING FROM YOUR MAPS

Remember that when you have your assigned work finished you can always learn from a map. Few people know enough about maps. Discuss in class the statement, "Place knowledge is to geography what vocabulary is to English."

Become acquainted with the location of Spain, Portugal, France, Switzerland, Germany, Austria, Netherlands, and Belgium.

## HUNT, A GAME TO PLAY

Divide the members of your class into two equal teams. You may wish to name the teams, such as the *Romans* and the *Teutons*. One member can keep score, or you may have a scorekeeper for each team.

Hang a large map of Europe before the class. Give each member a yardstick or some other stick for pointing. A player from each side facing the room stands in front of the map. The teacher or leader names a place to be located, such as Belgium, on the map, and says "Hunt." On hearing the word *Hunt*, the players face the map. When they locate with their eyes the place named, they quickly put the pointer on the location and repeat the name of the place for which they were hunting, such as "Belgium."

A score is recorded for the team whose player first locates the place named.

You may wish to make a rule that a score will be subtracted from the total points earned if a player points to the wrong place before locating the right one with his eyes.

## 2. FEUDALISM

*Feudalism was the safest plan for protection.* The Roman Empire had fallen apart. There was no strong government and therefore no strong army to protect the people. Many bands of invaders plundered and laid waste the land. Moslem pirates came from Africa to raid the coasts of France, Italy, and Spain. The Norsemen or Vikings swooped down from the north. Great numbers of Hungarians came riding from the east. Thus the country was invaded from the south, from the north, and from the east. The Atlantic lay to the west. As these invaders swept over Europe, bands of thieves were busy. They would rob and kill the people and then blame the invaders. Something had to be done to protect the people and property; so there grew up a new plan or system called "feudalism."

According to this plan, each king divided his land among powerful warriors who were noblemen. Each warrior became *lord* of an estate, or manor, and promised to serve and protect the king. The lord then granted small pieces of land to men who were called "vassals" or "retainers." In return for this land, which was called a "fief" or "feud," the vassals promised to serve and protect the lord. The poor people, or *serfs*, raised the food for the lord and his vassals and did most of the other hard work. The system of feudalism was finally adopted in all of western Europe, including the British Isles.

*Many buildings were put up on the manor.* The manor was the lord's tract of land. On it were many buildings, the manor house or castle being the most important. Nearby were the homes of the serfs, or laborers, who tilled the land.

Before the time when castles were built, however, wooden forts were constructed for protection from the enemy. These forts were strong fences made by driving stakes into the ground. These stockades or fences were a great protection, but they



could be set on fire by the enemy. Then came the castles built of stone with strong stone walls about them. They were so well built that they have lasted hundreds of years.

There are still castles in Europe which were built during the Middle Ages. Many have fallen into decay, but we can still visit them. We can see how they were planned and how they were built. Some are built high on a mountain or on the bluffs of a river. Others on lower land are similar in plan and construction.

The usual plan was to build a very strong wall, with well-guarded gates, around the castle proper. Often a moat—a huge ditch filled with water—was just outside the wall. Sometimes a second wall or palisade was outside the moat. A drawbridge could be let down across the water when people wished to enter. It could be taken up when enemies came. There was a strong gatehouse which was always carefully guarded.

Inside the walls were living quarters for many people. In the outer courtyard, which was between the wall and the castle, was a great storehouse for grains, meats, vegetables, and supplies. There were stables for the horses and barracks for the guards or soldiers. Around an inner courtyard was built the castle itself in which the lord of the manor, his family, and assistants lived. There was always a great hall where the lord of the manor might hold meetings and entertain his friends. There were also sleeping rooms and workrooms where the women could spin, weave, and sew.

The kitchen was usually a separate building in which foods were prepared by servants and then carried to the great hall to be served. There was also a chapel in which religious services were held. A great towerlike structure housed soldiers whose duty it was to guard the castle at any cost. It was called the *donjon keep*, or often just the *keep*. Below this donjon keep was the dungeon in which prisoners could be kept. A postern gate



OLD CITY OF CARCASSONE surrounded by double walls. The Romans lost the city to a tribe of Teutons. The Teutons built a wall around the city for protection. Later, they were defeated by the Franks who added more walls and buildings. (*Photograph by Burton Holmes from Ewing Galloway.*)

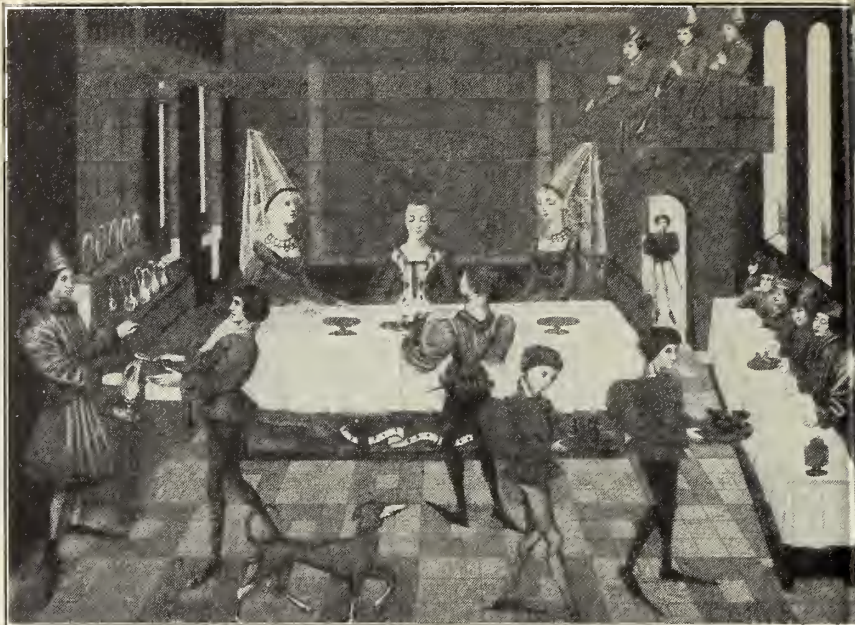
was built to the castle. It was a small gate, at the side or back of the castle, which was used for escape if the enemy forced his way inside the great wall and into the inner court.

*The lands of the manor were carefully planned.* The land nearest the manor houses was a great pasture. The farm animals were kept here so that they could not be stolen easily. Beyond the pasture land were fields for planting. These fields were in strips. One strip out of three lay *fallow* each year, which means that it was not planted. This was done to keep the land fertile. The land “rested” one year out of three.

*The life of the serfs was hard.* The serfs did the work on the manor and lived in poor little huts made of logs and plastered with mud. Roofs were so poor that they often leaked during storms. The people had not learned to build chimneys and fireplaces, so the smoke from a fire inside must find its way out as best it could. A pile of straw and the skin of an animal served as a bed. A rough plank was the table, and the people sat on crude benches. Much of the food was poor. Sometimes a family



PAGES SERVING  
A MEAL in a  
feudal castle.  
Picture from a  
fifteenth-century  
book.



kept a few chickens, and perhaps they had goat's milk for making cheese. Often the serfs had only black bread made from the poorest grain.

*Life in the manor house was much like that of a great family.* Many persons lived within these walls—the lord or nobleman, his family, his officials and their families, as well as soldiers and servants. A priest held services in the chapel early each morning. After chapel, breakfast was served and the work for the day was begun. The women of the family directed the servants about the household. They must be watchful of foods, clothing, and supplies. Life in the castle was on a large scale—somewhat like life in a hotel but not nearly so comfortable.

The nobleman would ride out on his horse to inspect the crops or to look after some serfs on his *estate*. (We still use this term about our property. When a man dies, we call the property he leaves an estate.) Or perhaps the nobleman would go hunting with his dogs. The dogs were very useful in hunting small animals and in chasing larger animals out of hiding. He often took along a falcon, a kind of hawk. It was trained to swoop  
\* down upon a partridge or quail and seize it for the master.





THE START OF THE HUNT, first of a series of famous tapestries, made in the Middle Ages, which picture the hunt of the fabulous unicorn. (*Courtesy of The Metropolitan Museum of Art.*)

The men returned at noon for dinner. The table was richly spread with linen, cups, spoons, and great dishes. Forks had not been invented, and each man carried his own knife in his belt. Dinner was a hearty meal of venison, wild duck, and fish, with bread which was coarse and black. Wine was served in great goblets. Since the lord of the manor was given the best of the crops by his serfs, there was usually plenty of food for him and his household. Eggs, cheese, and fruits were carefully kept for those who lived in the castle, and wine was made from grapes grown in the vineyards. There were, perhaps, nuts and dried fruit for dessert. Some of our common food had not yet been thought of. There were no potatoes, ice cream, pies, butter, sugar, coffee, or tea. Honey was used to sweeten foods, and there were some spices for seasoning.

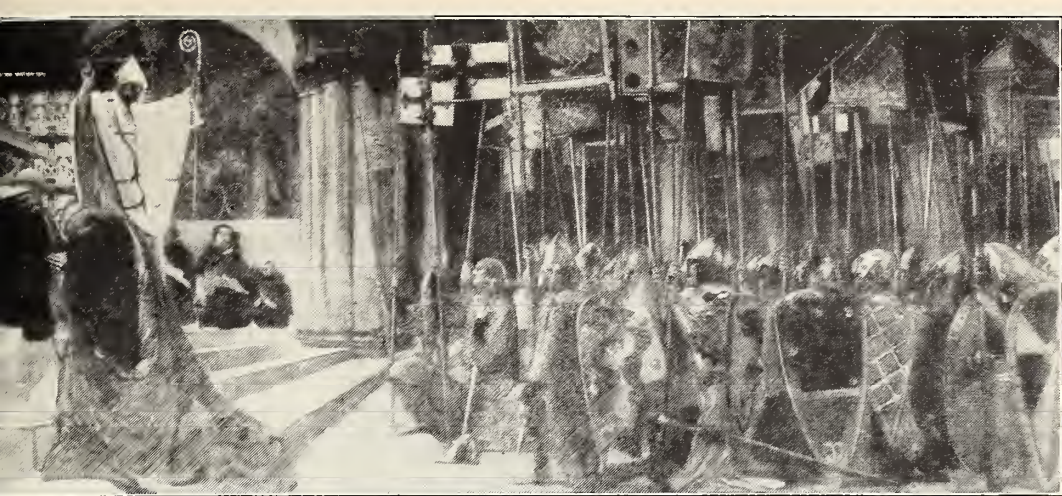
*To be a knight was a high honor, but it required years of training.* How did a boy become a knight? When a boy who was to become a knight was seven years old, he was sent to the castle of a famous nobleman. This nobleman might be his father's lord. During the next seven years he served his lord and lady as a *page*. Some of his duties were to serve them at table and do errands. He was given religious instructions by the chaplain. The squires trained him in military skills. His mistress and her ladies trained him to be polite and to honor and protect all women. He learned to hunt, to ride horses, to sing, and to carry on a conversation.

At fourteen he became a *squire*. He now learned to use the lance and the sword while wearing heavy armor. He was becoming a man and went with his knight to battle. On these campaigns he cared for his knight's armor and weapons. He stood ready to help him in any need.

If the young man had done well as a page and squire, he became a knight at twenty-one. Making him a knight was an elaborate ceremony in which he must take solemn vows to serve his lord. First came the bath of purification. Then he spent the whole night in prayer before the altar on which rested the shining new armor that he soon would wear. At a religious service in the morning, he listened to a sermon telling him his duties and responsibilities. After this came the colorful ceremony before many knights and ladies in their finest costumes. His armor was buckled on, a sword was girded about his waist, and spurs were fastened to his boots. As he knelt before the lord or knight, he was given applause. The knight gave him a light blow with the flat side of his sword and said, "In the name of God and St. Michael and St. George, I dub thee knight; be brave and loyal."

The young knight then had to exhibit his skill in using arms. He would sometimes do this at a great tournament, which was a





KNIGHTS OF KING ARTHUR'S ROUND TABLE receiving the bishop's benediction before leaving on the quest of the Holy Grail. (*Painting by E. A. Abbey, courtesy of Trustees of the Boston Public Library.*)

gorgeous entertainment attended by knights and ladies from miles around.

*Tournaments in feudal times were thrilling.* A great lord would invite a large number of young knights to his castle for a tournament. The knights dressed in great splendor and wore shining armor. Their horses were well groomed and fitted with fine saddles and trappings. There was great feasting and much excitement. It was a gala occasion. Knights, mounted on their horses, would fight with spears or lances. It was part of their training for war.

When it was time for the tournament, there was a blare of trumpets. The lords and ladies gathered at one side of the field to be seated on stands from which the tournament could be seen. Canopies protected the guests from the sun and rain. Gay banners and decorations were everywhere. The squires, who aided the knights to get ready, hurried about to see that everything was in order. If a knight wore very heavy armor, it was necessary for the squire to lift him onto the horse.

*Let us visit a tournament in our imagination.* At the sound of the trumpet, the knights in their armor ride onto the field. At another signal, two gay knights ride to the center of the field and



salute each other. Each carries a blunt wooden sword and a long wooden spear or lance. These are used to knock the opposing rider off his horse. Each knight now rides to the far end of the field and turns his horse. They are ready for the jousting match! When the signal is given, each rides forward at full speed and each tries to knock the other from his horse. When one is knocked off his horse, the other is declared the winner.

After the tournament there was feasting, dancing, and other entertainment. Jugglers were popular. Wandering minstrels would sing and play crude instruments. There were quiet games of chess or checkers for the elders, and the ladies entertained themselves with sewing or weaving.

### FOR YOU TO DO

Copy the following sentences. Choose the right word from the list below to complete the meaning of each sentence. Write the chosen word in the blank.

1. Feudalism arose because of the need of the people for \_\_\_\_\_.
2. The \_\_\_\_\_ started feudalism.
3. Feudalism takes its name from \_\_\_\_\_, meaning the land given to the vassals by the lords.
4. The \_\_\_\_\_ was near the house as a protection to the animals.
5. The nobles \_\_\_\_\_ their land, letting a field lie vacant one year out of three.
6. The life of the \_\_\_\_\_ was what we would call today "a mere existence."
7. A boy was usually trained for \_\_\_\_\_ years before he became a knight.
8. The entertainment enjoyed most by the people was the \_\_\_\_\_.

tournament	protection
feud	fallowed
twenty-one	kings
fourteen	moat
pasture	serfs



ST. AUGUSTINE at work in his study, copying a manuscript. Engraving by Crispin Van de Broeck from "The Works of St. Augustine."

### 3. MONASTERIES AT WORK IN EUROPE

*You have heard of monasteries and monasticism.* Monasticism means "living alone." During the early days of Christianity a few people became interested in monasticism. St. Anthony has been called the first Christian hermit. A hermit is a person who lives strictly alone. It is said that St. Anthony spent twenty years in a deserted fort on the banks of the Nile. During this time he never saw a human face. Such hermits, later called monks, believed that this was the best way for them to gain favor with God. St. Benedict was the founder of the monastic system in Europe. He made plans to found monasteries in which his followers should become monks. It was planned that they should work and live quietly together and thus give special service to God.

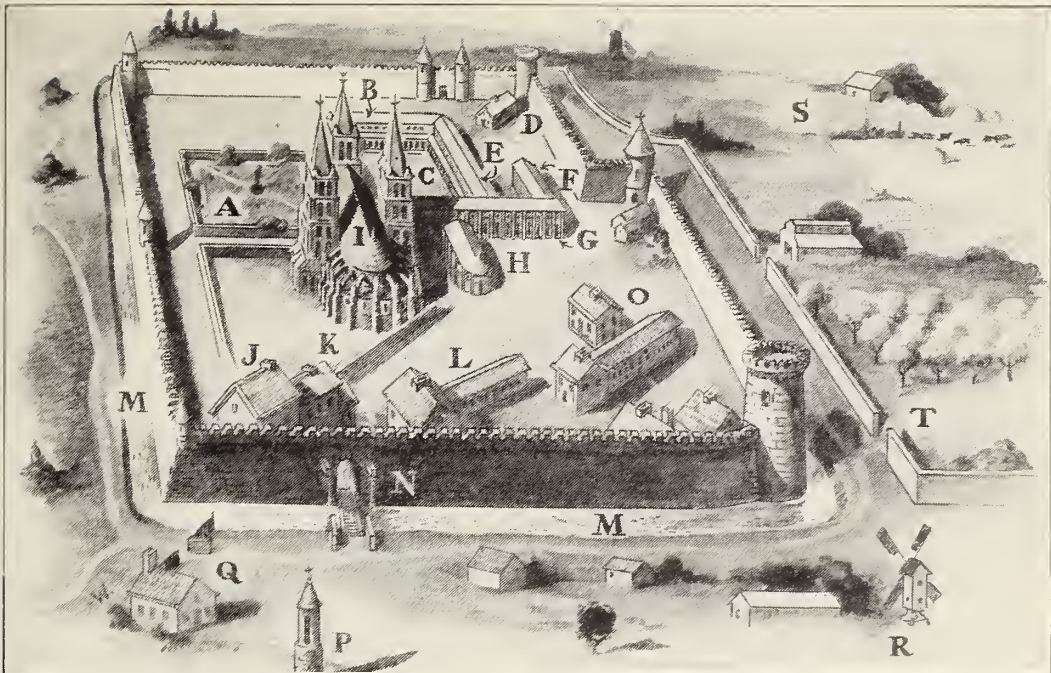
The head of the monastery was called an abbot. Each monk who entered, took the vow of obedience. This meant that he must obey everything the abbot might tell him to do. The abbot held office for life. Any man, rich or poor, might enter a monastery after a year of trial or probation, but once he had joined he must remain for life. The rules were strict. A monk could own no property, he could not marry, and he could not go beyond the walls without the consent of the abbot.

*Some of the monasteries became large and important.* Such a monastery might have several buildings within the wall. They were grouped around an inner court called a cloister. There would be a church, a dormitory where the monks slept, a dining room, a kitchen, and a chapter house. The monks met in the chapter house to look after the business of the monastery. Other buildings might be a library, a hospital, a school, and a guest house for strangers. Besides these there were barns, storerooms, workshops, and a bakery. Nearby were orchards, fields, gardens, and pastures. The buildings were surrounded by a great wall like that of a castle. A moat filled with water was sometimes added for safety. Look at the picture on page 197 which shows the plan of a monastery.

The monks must first give attention to religious services each day. This meant several hours at prayer and reading the Bible, but they also worked hard with their hands. They planned and built the buildings and cared for them. The monks became expert in growing grains, vegetables, and fruits and showed the farmers how to produce better crops. Monks held schools in the monasteries because in those days there were no public schools. These schools were largely for the children of the upper class, but poor boys were often admitted.

Some of the monks were careful nurses. This meant a great deal because there were no well-trained doctors at that time. The monks studied what was then known about medicine. They





A MONASTERY of the Middle Ages was a small community. A, Gardens; B, Chapter House; C, Cloister Court; D, Kitchen; E, Dining Hall; F, Store Rooms; G, Dormitory; H, Chapel; I, Church; J, Almonry; K, School; L, Hospital; M, Moat; N, Main Gate; O, Workshops; P, Pillory; Q, Quest House; R, Mill; S, Pastures and Fields; T, Orchards.

cared, as best they could, for the sick and injured who were brought to the hospital.

The library in the monastery was important. Books were written, copied, and preserved. Monks were eager to read any book which might come to them and wrote books about their own work. They described how buildings were made and how plans could be accurately drawn. They drew pictures of monks at work which have helped us to understand the life in early monasteries.

One of the best things the monks did was to make work honorable. They did not depend upon the labor of serfs or slaves. A favorite motto was, "To labor is to pray." Many of the noblemen looked down upon work and left it for serfs to do, but the monks taught that each person should do his share of the world's work.

## THE MOHAMMEDAN RELIGION

*While the Christian religion was spreading and getting stronger in western Europe, another great religion was growing strong in Arabia.* Its leader or prophet was Mohammed. He was born in Mecca, which became the sacred city of his followers. His teachings were set down in a book called the Koran. This was the bible of the Mohammedan religion. There were many good things in this religion. But one thing was not good and was very different from the teaching of Jesus—Mohammed taught that his religion must be spread by war. His followers set out to conquer other countries and force them to take up the Mohammedan religion. The Mohammedans, sometimes called Moslems or Moors, conquered large parts of Asia and North Africa. Syria, Palestine, and Egypt fell into their hands. They crossed into Spain and took over that country. In 732, they came across the Pyrenees Mountains into France. Western Europe was now in real danger. In a great battle at Tours, the Franks defeated and drove them back. Western Europe and Christianity were saved.

For several hundred years after this, the Mohammedan and Christian worlds were at peace with each other. Christians were allowed to visit Jerusalem in Palestine and thousands did so every year. Then, in the eleventh century, came an end to these friendly relations. A barbarous people from Asia, called Turks, conquered Palestine and much of Asia Minor. They adopted the religion and culture of the Mohammedans there. But unlike the Arabs, the Turks were very unfriendly to Christians.

### FOR YOU TO DO

Write at the top of a sheet of paper the motto, "To labor is to pray." Below the motto, list as many ways as you can find in your text that the monks labored.





RICHARD THE LION-HEARTED leaving England on a Crusade. (From a painting by Glyn Philpot, R. A., copyright John Swain and Son, Ltd., by courtesy of Thomas Nelson and Sons, Ltd.)

#### 4. THE CRUSADES

*The Crusades were started about 1100 A.D.* There were at least seven great Crusades and other smaller ones. The word Crusade comes from the Latin word meaning *cross*. The cross was the symbol of the Christians. The symbol of the Mohammedans was the *crescent*. The Mohammedan Turks controlled the Holy Land and were attacking the Christians who visited it. The Christians decided to strike back. The leaders of the Church wanted to see the Holy Land freed from the Mohammedan Turks. To the Christians it was a *holy land*, because Christ had spent his lifetime there.

Pope Urban II at Rome called a council or meeting in France




to arouse the Christians. He told them to band together and take Jerusalem away from the Mohammedans. Thousands of Christians became excited and soon were ready to dare the hard fight. "God wills it!" was the cry, and so the Crusades began to form. When a person volunteered he wore a cross of blood-red cloth. He wore it on his breast when he went on a Crusade and on his back when he returned. The cross was a sign that he was a Crusader.


Peter the Hermit went about preaching to the people. He wanted them to join the Crusade. They were thrilled by his sermons, and before long thousands of them started for the Holy Land. As the Crusaders tried to get food on the way—often by stealing—there was bitter fighting. Many were killed and thousands died of sickness. Their plans to capture the Holy Land ended in complete failure.

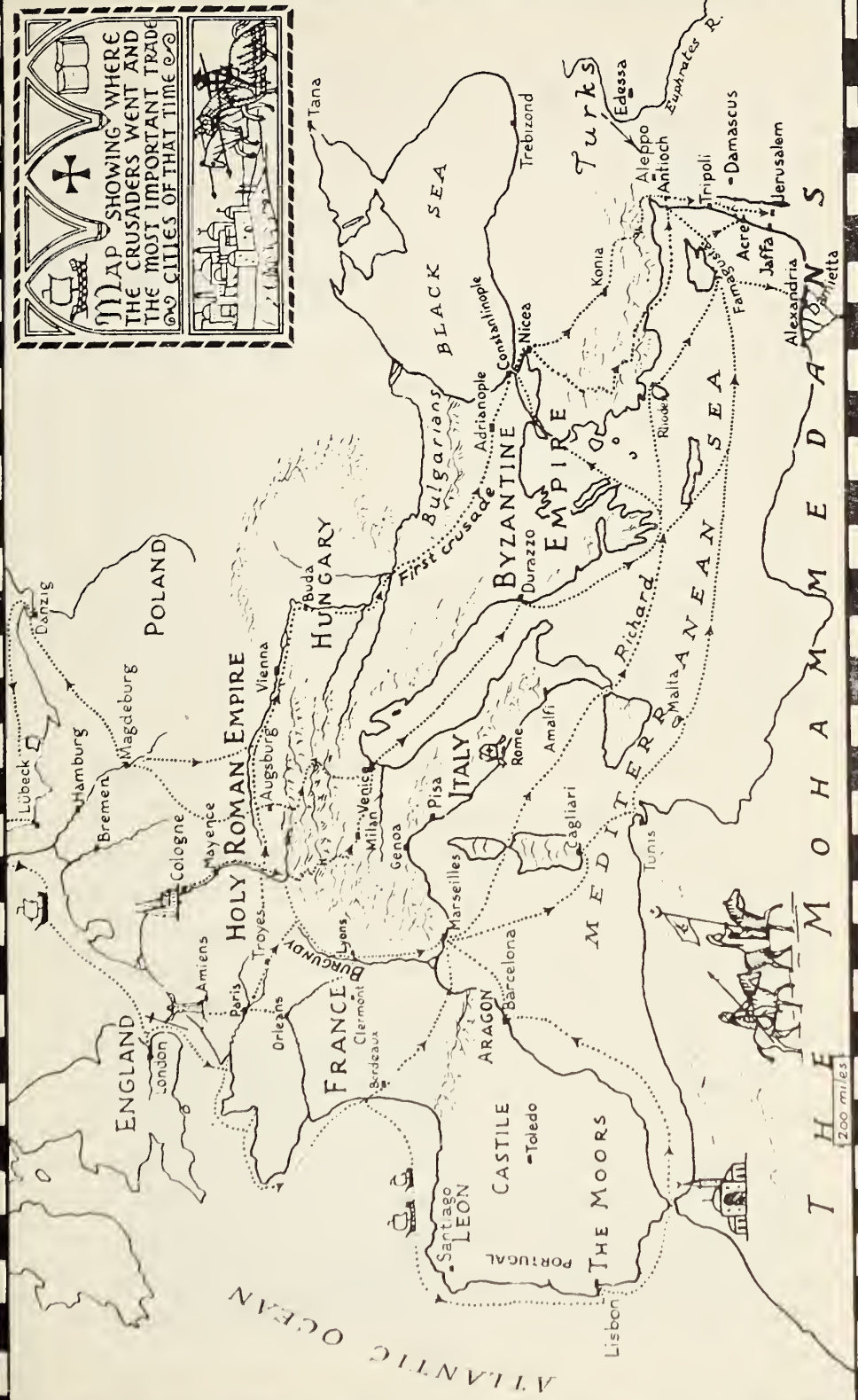
Later the noblemen of Europe organized an army of trained soldiers. They made better plans and after about three years of hard fighting they reached Jerusalem and captured the city. The Christians held Jerusalem for about fifty years, and then the Mohammedans recaptured it. It remained a Moslem possession until 1918.

*One of the Crusades was known as the Children's Crusade.* Christianity taught that children were important, and Christ had blessed the children wherever he went. Thousands of children joined the Crusade, but it was a sad experience. They suffered from hunger and disease. Many died on the way. When they came to a seaport, shipowners promised to take them to Palestine. Instead they packed them off to be sold as slaves. This Crusade was in many ways the saddest of all. The spirit of these young children was wonderful, but the task was too great for them and their efforts came to nought. These young people of centuries ago were eager to be of service as are the children and youth of today.



**MAP SHOWING WHERE  
THE CRUSADERS WENT AND  
THE MOST IMPORTANT TRADE  
CITIES OF THAT TIME**





## THE RESULTS OF THE CRUSADES

*The Crusades had been cruel and costly in many ways, but they brought to the people of Europe many new products, ideas, and discoveries that made life more comfortable.* As the Crusaders traveled, they learned much about the countries and people they visited. They brought back many new ideas. They also brought back new and strange goods. There were rich tapestries and rugs made by the Persians. Perhaps the people of Europe could learn to weave better carpets and rugs! Many collected seeds and plants so that new fruits and vegetables might be grown. There were beautiful vases and trays made of bronze and copper. Sweet-smelling spices could be had in trade. They saw beautiful gems and ornaments. They learned how the Arabs treated diseases. New medicines were tried. They saw useful inventions which might be used in central Europe. The Arabs were using windmills. Might these be used for power in Europe?

## THE RENAISSANCE—THE NEW BIRTH OF LEARNING

*This interest in new things and new ideas that resulted from the Crusades was part of a great change that was taking place in Europe.* This period of change is known as the *Renaissance*, or rebirth. It was a period when men became intensely interested in the great learning of the ancient Greeks and Romans. This rebirth of interest started in the trading centers of northern Italy. To these cities came traders and travelers from foreign lands. They brought with them new ideas and customs. The people of these cities and their rulers were eager to learn more. They traveled to these older lands and saw other ways of living and doing. As a result, they became more open-minded. Their scholars had a burning desire to learn about the literature and art of the Greeks and Romans. Italians were stirred deeply by what they learned and wanted to create beautiful things them-



selves. Out of all this lively search into the knowledge of the past came the greatest of all periods in Italian art and literature.

The Renaissance lasted for several centuries and spread from Italy to France, Germany, England, and other countries of Europe. Everywhere there was great activity. It was a time of advance in writing, painting, building, and science. Men learned from Copernicus and Galileo that the earth was not the center of the universe but only one of several planets that revolve about the sun. Printing was invented about 1450 by a German named Gutenberg. It was now possible to make books cheaply, and far more people could afford to own them. One of the first books printed was the Bible.

Another great invention was the compass. Without it, the great voyages of discovery could not have been made. Gradually geography became more exact and accurate. Navigators and astronomers came to believe that the world was round. Many new maps appeared. These were of great value to the explorers who now ventured forth upon the Atlantic Ocean to discover and open up a new world.

#### THINGS TO TALK OR WRITE ABOUT

1. What was the purpose of the Crusades?
2. In what ways was the Children's Crusade a mistake?
3. What were the results of the Crusades?
4. Who contributed the gift of printing to the world? List reasons why printing is one of the greatest contributions to mankind.



THE PRINTING PRESS, another of the great inventions during the Middle Ages. Here is a printing office interior of the fifteenth century.



CHINESE PAINTING, made about the time of Marco Polo. This picture is one of a series of four which tell the story of a Chinese woman who was kidnaped by the Mongols. The paintings of the Orient are quite differ-

## 5. EXPLORERS

*Marco Polo was a pioneer explorer.* Just at the end of the Crusades an explorer started out. He later became very famous. There were really three explorers. They were Marco Polo, Nicolo Polo, father of Marco, and Maffeo Polo, an uncle of Marco. The Polos lived in Venice. Ships from many parts of the known world came to this city of canals. Tales were told of far-off lands. In this way the Polos heard of China. The two brothers, Nicolo and Maffeo, set out for China. Marco would make the trip later.

They had heard of the great emperor of China, Kublai Khan. He was the ruler of more people than any other emperor up to





ent from those of the West. The Chinese consider writing an art and use their writing tools for painting. (*Courtesy of the Museum of Fine Arts, Boston.*)

this time. His grandfather was the famous Genghis Khan who led the Mongols in northern China. Genghis Khan had captured most of the land of present-day China and much of India and Persia. Kublai Khan built a great empire. We call it China. The Polos knew it as Cathay. They would travel to the capital (called Peiping today) and visit the great Kublai Khan.

When the two Polos arrived, they found a great palace, with strong walls to protect it. There were trees, fruits, and flowers growing within the walls; also, within the walls were an artificial lake and lovely gardens. Best of all, Kublai Khan welcomed the brothers and urged them to come again and bring young Marco Polo.

The Polo brothers returned to Italy in due time and before



long started back to China. This time they took with them young Marco, who was only seventeen (in the year 1271). After a journey lasting three years they reached China and the court of Kublai Khan. Marco was amazed at the splendor of the court and the other wonderful things that he saw. Kublai Khan took a great fancy to Marco Polo. He even made him a governor of a province.

After nearly twenty-five years, the Polos returned to Venice in Italy. What wonderful tales they could tell! A large number of their friends gathered to listen. Imagine the surprise of the friends when the Polos opened the seams of their garments! Out popped hundreds of precious jewels. The people could hardly believe their eyes!

*Back in his home country Marco Polo wrote a great book about his travels. It was called "The Book of Marco Polo" and contained many thrilling stories. For many years these stories about the wealth and wonders of China were thought to be just a lot of fancy tales. People did not believe them. Then they began to study them and found that many of the statements were true. Explorers became interested in these stories. They began to plan how they could find shorter sea routes to the rich lands of the East.*

#### TRUE OR FALSE

Copy the following statements. Decide whether each statement is true or false. If the statement is true, make a plus (+) in front of the number of the sentence. If the statement is false, make a zero (0).

- \_\_\_\_\_ 1. Marco Polo was a pioneer explorer.
- \_\_\_\_\_ 2. Kublai Khan was ruler of more people than any other emperor up to the present time.
- \_\_\_\_\_ 3. Italy was sometimes called Cathay.
- \_\_\_\_\_ 4. Marco Polo spent many years in China.
- \_\_\_\_\_ 5. Marco Polo wrote a book telling about his travels.
- \_\_\_\_\_ 6. Jewels fell from the seams of the Polos' garments.
- \_\_\_\_\_ 7. Rome is a city of canals.

## 6. OTHER DARING EXPLORERS

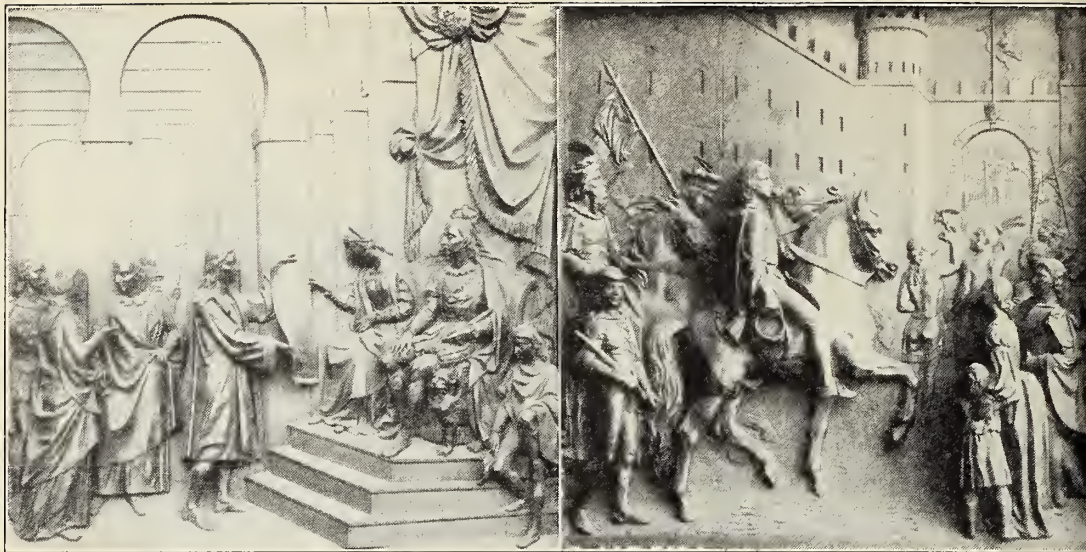
*Prince Henry the Navigator, son of the King of Portugal, was interested in finding new sea routes.* Prince Henry was a great explorer before Columbus made his famous voyage. He planned a new route to the East Indies. He started a school for sea captains. Under his direction, maps were studied with care and instruments for navigation were improved. Plans were made to sail around the southern end of Africa to India. Ships began to sail down along the west coast of Africa. Each trip, the ships went farther south. The ship captains mapped the coast line as they sailed and began to trade with the natives.

At last, in 1488, Diaz sailed around the Cape of Good Hope at the southern point of Africa. In 1497, Vasco da Gama sailed beyond the Cape of Good Hope and reached India. A water route to India had been found. But what had been going on elsewhere? What of Spain? Columbus?

### THE GREAT ADMIRAL

*Columbus was the first man to put a great theory about the shape of the earth to a practical test.* Some people believed that the earth was round like a ball. This was the theory which had not been tested. Was it true? If it was, then a ship could reach the East Indies by sailing west. Great thinkers had believed for a long time that the earth was round. Could it be proved? Who would do it? A boy growing up in the city of Genoa would put the theory to a test. This boy, Christopher Columbus, had heard the stories of Marco Polo. No doubt he listened to many tales told by sailors as he played about the wharves. If the earth was round, as many people thought, why couldn't he some day sail west and find a shorter route to the Indies?

As he grew older, Columbus became more and more excited about sailing into the sunset. What lay to the west? Why



EVENTS IN THE LIFE OF COLUMBUS carved on the bronze doors to the Capitol in Washington. Columbus appears before Ferdinand and Isabella (*left*); Columbus makes his triumphal entry into Barcelona (*right*).

shouldn't he be the one to find out? Columbus, an Italian, was a fine navigator but he was a poor man, without a ship or the money with which to buy one. At that time the Portuguese were the great explorers. Columbus went to King John II, of Portugal, and told of his ambition. He was very convincing, but the king did not give him a ship. Instead the sly king, using the plan of Columbus, sent out an expedition of his own. He wanted all the glory of discovery to be his in the name of Portugal. The king's crew mutinied, and the unsuccessful men returned to their homeland. This failure was nine years before Columbus' first voyage.

Failing to secure aid in Portugal, Columbus went to Spain. Queen Isabella became greatly interested in his plans. Why not help Columbus in this great adventure? Merchants became interested, believing that a shorter route to the East Indies would mean greater trade with those rich lands and more profit. At last the three ships were ready, and the great voyage began. The ships were small; only one, the *Santa María*, had a deck. There were less than a hundred men in the entire company.

On the evening of October 11, 1492, there was great excite-





THE SANTA MARIA could hardly be seen if it were shown in the same scale as the great ocean liner of today, the “Queen Elizabeth.” (*Courtesy of Cunard White Star Line.*)

ment on the three little ships. Columbus was on the deck of the *Santa María*. Men were watching from the *Pinta* and the *Niña*, the smaller ships. In the night a light was seen moving in the distance. They hoped they had reached land at last. The ships dropped sail and waited for morning.

As the sun came up, Columbus and his crew saw an island. They went ashore with great ceremony. Columbus, wearing rich garments and bearing the royal banner of Spain, claimed the new land for Spain. Half-naked people came out to see the newcomers. They had dark skin, straight black hair, dark eyes, and high cheek bones. Since Columbus and his crew were looking for India, they thought they had reached it. They called these people Indians, and so they have had this name ever since. We now call them American Indians.

Columbus returned to Spain in 1493. His ships carried strange animals, gold, cotton, nuts, and at least two Indians. What a strange cargo to be taken to Spain! Columbus was hailed as a great hero. He was received courteously by the king and



THE PORTRAIT OF CHRISTOPHER COLUMBUS by Piombo is known as one of the best likenesses of the explorer. Piombo lived in Columbus' time and may have known him well enough to paint a picture of him from memory. (Courtesy of The Metropolitan Museum of Art.)

queen. Now, they gave him a great fleet to use in further exploration. The Pope gave him permission to take the new lands for Spain.

His second voyage was on a grand scale. He planned to found a new colony of which he would become governor. He made a third voyage in 1498 and a fourth in 1502. He did not find the riches he had expected and finally returned to Spain in disgrace. All this time and until his death Columbus did not know that he had discovered a new continent.

#### A TRIP AROUND THE WORLD

*Many other explorers made discoveries, but we can mention only a few.* You have heard of them before. Ponce de León, Spanish governor of Puerto Rico, searched for the Fountain of Youth. He explored Florida, but did not find the magical foun-





ROUTES OF FAMOUS EXPLORERS. The routes of Columbus, J. Cabot, S. Cabot, Vespucci, Magellan, Cartier, Drake, and Hudson.

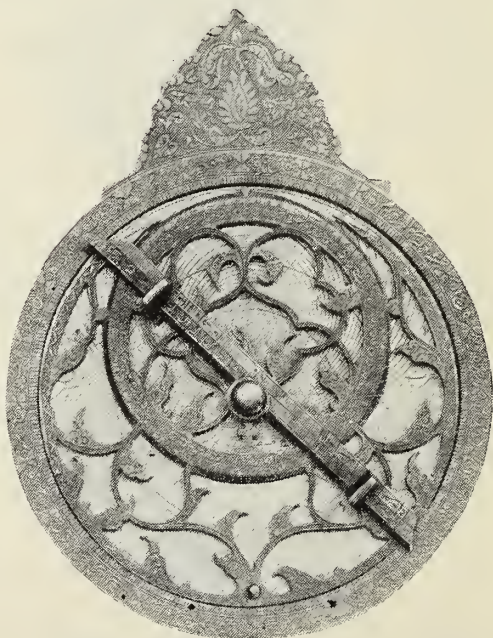


tain. Balboa, a Spaniard, had climbed a mountain on the Isthmus of Panama and was the first white man to see the Pacific Ocean.

Magellan, a Portuguese, set out, in 1519, at the request of the Spanish king, to sail around the world. He started with five ships and nearly three hundred men. Across the Atlantic and down the coast of South America they went, and then through the strait at the tip of South America. We now call it the Strait of Magellan. Since the ocean to the west was so calm, he called it the Pacific Ocean. Reaching the Philippines, he was killed in a battle with the natives.

Sebastian del Cano took over the command. At last one ship sailed around the Cape of Good Hope and, finally, to Spain. After three years, one ship and eighteen half-starved men reached home. The globe had been *circumnavigated*! Find the word in your dictionary. Why was this voyage so very important? What do you think it meant to the people of Europe?

THE ASTROLABE has been replaced today by the sextant. Both of these help the sailor make angular measurements to read latitude and longitude. Another great invention of the Middle Ages was the mariner's compass.



## WHO?

From the following list of names, choose the right name for each blank that makes the statement true. You will use one of the names twice.

Copy the sentences, writing in the blank the name you chose.

Sebastian del Cano	Columbus	Vasco da Gama
Balboa	Prince Henry	Ponce de León

1. \_\_\_\_\_ of Portugal was a great explorer before Columbus made his famous voyage.
2. \_\_\_\_\_ sailed around the Cape of Good Hope to India.
3. \_\_\_\_\_ was a poor man with good ideas.
4. \_\_\_\_\_ started a school for sea captains.
5. \_\_\_\_\_ sailed around the world.
6. \_\_\_\_\_ explored Florida.
7. \_\_\_\_\_ discovered the Pacific Ocean.

## FOR YOU TO DO

From the words at the left, choose the word that matches the first definition. On a sheet of paper, copy the word and the definition as number (1). When you have completed matching and writing all the words and their definitions, check your work with your dictionary. What is your score, allowing 10 for each definition you matched correctly?

crude	a house of seclusion for persons under religious vows
strait	one who conducts religious services
monastery	a show or a display
symbol	to sail around
laborer	a narrow passage connecting two larger bodies of water
probation	lacking finish
structure	one who does work requiring strength
exhibit	sign
chaplain	a period of time during which one's character is determined
circumnavigate	a building, a dam, or a bridge

## SOMETHING INTERESTING TO DO

Education includes a knowledge of things that make life more worth while, such as enjoyment of good music, good books, and good art. Music, art, and literature are some of our heritages from other peoples and other times.

In finding information for your reports you will read about famous art in Italy. Plan a way to earn some money either individually or as a class. Use some of your money to buy some copies of famous pictures for your room.

1. You may choose to exhibit a picture in your room until you are acquainted with it and then exhibit another picture.
2. You may choose to buy small prints and make an art notebook.
3. You may wish to lend some of your pictures to other rooms. They would enjoy hearing a short talk about the artist.

Ask your teacher to help you find some addresses of companies and institutions where you can buy inexpensive copies of famous pictures. Write for catalogs.

## BOOKS YOU WILL LIKE TO READ

- Boutet de Monvel, L. M. *Joan of Arc*. New York: D. Appleton-Century Co., 1907 (fairly easy). Illustrated. Fine reproduction of medieval settings. A beautiful picture book.
- Fontaine, Jean. *Fables*. New York: Harper & Bros., 1940 (very easy). Illustrated. Seventeen fables translated from the French.
- Gordon, Dorothy. *Around the World in Song*. New York: E. P. Dutton & Co., 1930 (very easy). Illustrated. Songs from England, Ireland, Scotland, Wales, Italy, France, Bohemia, Hungary, Germany, Russia, China, Japan, and the United States.
- Hartman, Gertrude. *Medieval Days and Ways*. New York: Macmillan Co., 1937 (for good readers). Illustrated. A simple account of medieval life and times.
- McMurtrie, Douglas C., and Farron, Don. *Wings for Words* (biography of Johann Gutenberg). Chicago: Rand, McNally & Co., 1940 (for good readers). Illustrated. Good description of the guilds and the early days of printing.



## UNIT V

# *The Nations of Central and Western Europe*

The people of central and western Europe are very important to us. Western Europe is the part nearest to America. The people who live there are really our neighbors. They are just across the Atlantic instead of just across the street. They are old settlers who have been there a long time.

Now let us look at the map of the countries of central and western Europe. There is Spain pushing out to sea toward the west. Portugal seems like a part of Spain. France lies between Italy and the English Channel. Little Switzerland is tucked in next to Germany. Austria is Switzerland's neighbor to the east. Germany is larger than both of them and is surrounded by smaller countries. What could that mean? Look for the Netherlands and Belgium. Think and talk about these countries as neighbors. Might there be quarrels? Might they either help or harm each other? We shall find out about them.

### 1. CHANGES IN FRANCE FROM THEN TO NOW

*There have been great changes in France since ancient times.* Many interesting things have happened in France since ancient days. We shall have space, however, to mention only a few of them. We have seen how feudalism worked in that country. We have looked in upon the monasteries. The French, like the Spanish, became interested in exploration. A French explorer

discovered the St. Lawrence River. The French then started a number of settlements in what is now Canada. In a few years they built up a profitable fur-trading business with the Indians. Daring Frenchmen explored the great Mississippi Valley and claimed it for their king. Then came a war between France and England. England won the war and France lost practically all of her possessions in North America. This war was from 1756 to 1763, a few years before the American Revolution.

The American colonies had aided England in fighting against France. In a few years, however, the colonies became dissatisfied with the way England governed them, so they declared their independence. England would not consent to this. The Revolutionary War started and for seven long years the colonists and the English fought.

Our best friend in Europe during the American Revolution was France. One of our greatest Americans—Benjamin Franklin—represented us at the French Court. Franklin was a very wise man. You have already heard much about him. He was a printer and brilliant writer. He was also a scientist and a great statesman. Franklin knew that we needed the aid of France—aid in money, ships, and soldiers. His simple manners captivated the ladies of the Court while his common sense won the respect of the gentlemen. Quietly he persuaded the French government to befriend America. With French aid, the colonies finally won the war and gained their independence.

*A few years after the close of the American Revolution the people in France rebelled against their king and started a republic.* Then Napoleon took control of the government and waged war against several countries. He was very successful until his armies invaded Russia. This campaign was a dismal failure. The French reached Moscow but had to retreat because of the lack of supplies. In the bitter winter weather thousands of the soldiers died before they reached France. Napoleon con-



MAP OF EUROPE showing best-known boundaries after World War II.





CATHEDRAL OF NOTRE DAME, one of the largest cathedrals in the world. Now more than 700 years old, it was one of the earliest Gothic





structures. Along the Seine are the many little bookstalls that help to make Paris the colorful city it is.



FRANCE AND HER NEIGHBORS IN WESTERN EUROPE. Note the natural barriers between some of the countries.

tinued to make war upon neighboring countries until he was finally defeated at the battle of Waterloo and exiled.

As we shall learn later, France was invaded and defeated by the Germans in 1870. She took a prominent part in World War I. In World War II she was defeated by the Germans and was under their control until the United States and some of her Allies drove the Germans out of the country. Later in this unit you will read about the different kinds of government France has had.





A SHEPHERD IN SOUTHWEST FRANCE, where the land is marshy and there is much undergrowth, wears stilts while watching his flocks. (*Photograph by French National Tourist Office.*)

#### FARMING IN FRANCE

*France has good land, and the French are excellent farmers.* The rural sections of the country are beautiful. The land is fertile and the climate is good. It is a fine farming country with many small farms and villages. The many small streams and gentle slopes have made small farms possible and popular. The Frenchman and his family love their farm home and cultivate the land with great care. France produces much grain, meat, vegetables, fruits, and dairy products. Nearly half of the people of France are farmers. They live in small villages which are surrounded by the farm lands.

France is mostly a country of plains. There are few mountains. This means not only fine fields but easy transportation. Why? There are good roads in most parts of France. If you will look at the map you will see how many rivers flow into the sea. These rivers aid transportation and make convenient harbors. Many canals have been built. These, combined with the

rivers, make a wonderful transportation system. More recently, a network of highways has been developed. Still more recently, fine airports have been built. There are also good railroads in all parts of the country. With these transportation systems, the farmers can market their produce wherever it is needed.

#### OTHER INDUSTRIES IN FRANCE

*France has many industries.* A large French industry is that of making perfumes from flower petals. Perfumes are made in or near Grasse. These fine perfumes are shipped to all parts of the world.

Choice cheeses are made in France, among which is the famous Roquefort cheese. It is also shipped to all parts of the world as a delicacy. In the making of the cheese, the curds are packed between layers of moldy bread. It is then pressed in cheese hoops, salted, and placed in limestone caves for aging. As the cheese ripens the mold spreads throughout it. At first glance it may appear to be spoiled, but the flavor is delicious. Genuine Roquefort cheese can be made only at Roquefort in France where the caves are just right for ripening it. Wines produced near and marketed in Bordeaux are known as Bordeaux wines.

#### THREE GREAT INDUSTRIAL REGIONS

1) The industrial region to the north is related to industries in Belgium, Germany, and England. It is a coal region which makes manufacturing possible. Spinning, weaving, and the manufacture of clothing are outstanding. France holds first place in Europe for manufacturing silk. In this region the steel industry is important.

2) The Saar Basin lies partly in France and partly in Germany. Find it on the map. Large amounts of coal and iron are found here while the Rhone River and its tributaries provide





THE RIVIERA, one of the most famous vacation lands of all Europe, extends along the Mediterranean from Nice, France, to Genoa, Italy. The Riviera has a climate that is always mild. (*Photograph by French National Tourist Office.*)

transportation and power. This region is so important that in the several wars between France and Germany it has been the prize for which they fought.

3) The region in the Rhone Valley around Lyon, Saint-Etienne and Grenoble produces silks. It also produces many steel products and chinaware.

#### FAMOUS CITIES IN FRANCE

We have admired the farms and villages of France and now we turn to her beautiful cities. French people in the city and in the country work together. Why do you think this is so? Can you explain?

*Let us look first at the port cities.* Marseille, on the Mediterranean, is the principal port of France. It is also the greatest seaport of all the Mediterranean. Look at the map and see how



it is located. It is at the mouth of the Rhone River. The valley of the Rhone stretches to the north. Railroads and highways pass along it on their way to Paris and then extend to the Channel ports. Cherbourg, Le Havre, and Dunkerque are the principal ports on the English Channel. Bordeaux, on the west coast, is also an important port. Do you see how fortunately France is located for agriculture, manufacturing, and trade?

*Paris is a great and beautiful city.* It is not only the capital of France but a meeting place for people of all nations. For many years French was the diplomatic language of the world. Treaties and agreements were first written in French, and Paris was often the meeting place for signing them. Today English is used as much as French in diplomatic papers, but French is still important. All this means that Paris has been a sort of "world capital" for many years.

#### FAMOUS POINTS OF INTEREST IN PARIS

But let us look about the city. The river Seine flows through the center of the city. There are broad avenues and streets and interesting parks and public buildings. There is the great Arch of Triumph which Napoleon built to celebrate his many victories. It is situated on high ground with streets leading away in every direction, like spokes of a wheel. Beneath this great arch lies the body of the French "Unknown Soldier," killed in World War I. A flame is kept burning there at all times in memory of all Frenchmen who gave their lives for their country in that great struggle.

There are beautiful buildings all about. The Cathedral of Notre Dame is visited by thousands. It has stood on an island in the Seine for over seven centuries. Notre Dame is decorated with beautiful arches, carved doorways, stained glass windows, and many sculptured figures. The University of Paris is near. Students come from every part of the world to attend it.



THE ANGELUS, probably Millet's greatest painting. Jean François Millet was a French peasant. His great paintings form a complete story of peasant life.

*The Louvre is one of the most famous museums in the world.* It is beautifully situated in the heart of Paris. It was built as a royal palace, but Napoleon I had it made into a museum. The art treasures which he collected from conquered nations were brought here for display. The collections are so vast that even a hurried visit to all of them would take days and days. It is a great attraction to all cultured people who visit Paris.

There are many famous pictures which were carried as loot from countries Napoleon conquered. Leonardo da Vinci's "Mona Lisa" is here. Perhaps no other artist has been able to bring out so much of a human countenance by means of a brush and paint. Copies of the picture are to be found in some school-rooms in all parts of the world. Millet's "The Angelus" is equally popular. This picture shows the spirit of the French peasant. The church bells of France ring out each morning, noon, and

evening, calling people to worship. "The Angelus" (meaning a prayer) shows a peasant and his wife stopping work while they bow their heads in prayer.

*Paris seems filled with artistic points of interest.* The parks and gardens are beautifully arranged. There is a gay manner about the city. Well-dressed people are on the way to fine shops, the theater, and the opera. We see many people at the sidewalk cafes. Small tables are placed on broad sidewalks where refreshments are served.

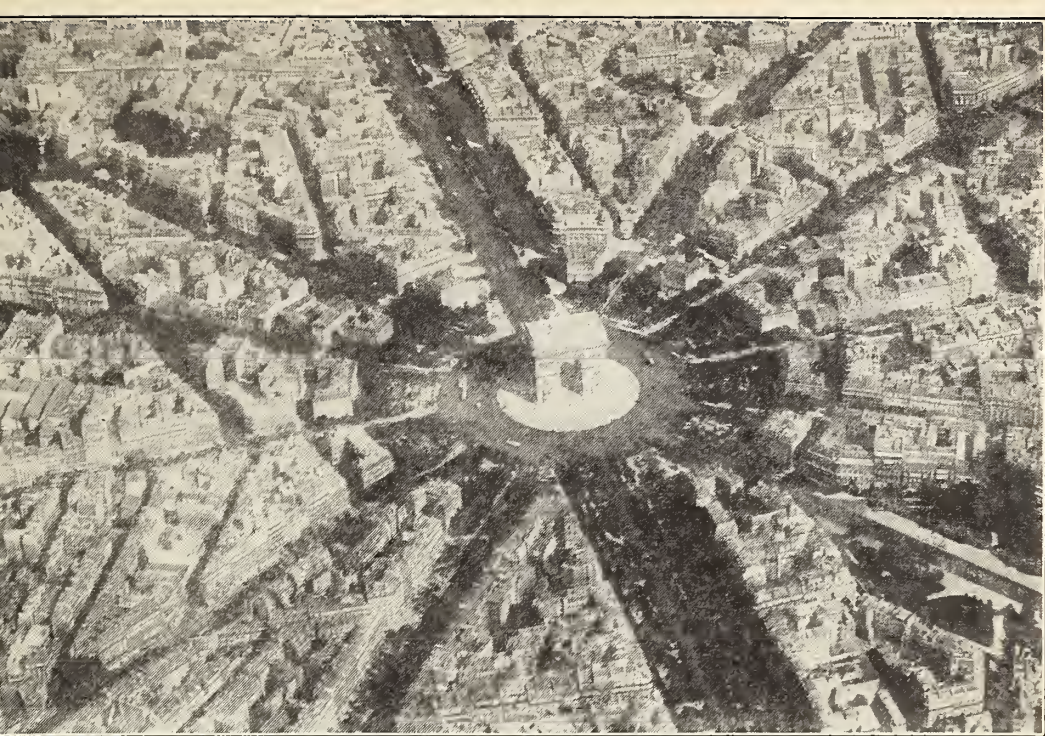
Along the banks of the Seine are dozens of little bookstalls. In each little stand, there may be at most two or three hundred books. Some are new and some are old. They are in many languages. People stop, look, read, and sometimes buy books. No other city has a business quite like this.

*The great palace of Versailles is a short distance from Paris.* It was built by Louis XIV (about 1680). It is magnificent, with marble halls and fine paintings. The grounds and gardens are as beautiful as the buildings. Thousands of tourists visit Versailles to learn of the luxuries of the old French Court life. More recently it has been a meeting place where treaties among nations have been signed. The treaty was signed here at the close of World War I.

#### EDUCATION AND GOVERNMENT IN FRANCE

*France has many schools and universities.* Since France is a republic, good schools are necessary. Every community has a school which is paid for by the national government. It is said that every pupil of each grade is studying the same thing at the same hour in all of France. This may not be quite true, but every pupil must take certain studies which must be taught in a certain way. The discipline is very strict. Very few visitors are allowed in the schools. Even parents are rarely allowed to visit. The schools are managed by the national government.





PARIS. The Arch of Triumph, under which is the "Grave of the Unknown Soldier" (World War I), is in the center of the broad Avenue de Champs Élysées. Paris controls civic building by law, resulting in beautiful, well-planned buildings. (*Photograph by French National Tourist Office.*)

*There have been many great French scientists.* Pasteur discovered the nature of germs and how to kill them. Thousands of lives have been saved as a result of this discovery. Have you heard the word "pasteurize"? What does it mean? Professor and Madame Curie together discovered radium. This was one of the greatest discoveries in chemistry.

*France has had several kinds of government.* Since Washington became President of the United States, France has twice been an empire and four times a republic. During the greater part of this time France has been a republic. The people have elected their officials and have had a democracy. The earlier French kings were tyrants. They were greedy and cruel and taxed the people until the people fought back in a bloody revolution. Their hard-won freedom has made the French a freedom-loving nation. They hate tyrants and love liberty.

## LEARNING FROM YOUR MAP

With a map of France before you, do the following:

1. Name all the geographical advantages of France that the map shows you.
2. Find the word *vulnerability* in your dictionary. Looking at the map, explain why the military vulnerability of France has been unfortunate for the country.
3. Using the gazetteer in a large dictionary, the *World Almanac*, another reference book, or an inexpensive atlas, find the five largest cities in France. Locate these cities on your wall map. How many are coast cities? What per cent are coast cities?
4. In your text, note the three great industrial regions of France. Locate these regions on your map.

## THINGS TO TALK OR WRITE ABOUT

1. What evidence does one see in Paris that proves the people of France are educated?
2. Explain the sentence, "Since France is a republic, good schools are necessary."
3. Explain the meaning of the statement about the schools, "Discipline is strict."
4. Read for information and write two or more paragraphs about our statesman, Benjamin Franklin.

Before beginning your paragraphs, review in class:

"How to Write a Paragraph."

## LEARNING FROM YOUR LIBRARY

The study of France is rich in possibilities for interesting reading. Ask for volunteers to report on one of the following topics:

How Perfume Is Made

The Louvre, a Famous Art Gallery

Jean François Millet, the Peasants' Painter

Louis Pasteur, Our Friend

Marie Curie, Scientist

Joan of Arc, a Patriot

Statue of Liberty, Our Gift from France

The Palace of Versailles

## 2. LITTLE SWITZERLAND, A GREAT DEMOCRACY

*Switzerland is a landlocked country.* There is no seashore and there are no seaports. There is no Swiss navy! Very few important countries are like this. Switzerland is important although it is not very big. It is somewhat larger than the state of Maryland. The population is less than that of Ohio. Why should such a small country tucked away in central Europe be of such interest? We shall see.

We know that if any group of people work together things go well. Switzerland has three official languages—German, French, and Italian—and yet the people are united. Language differences do not divide them. There are both Protestants and Catholics, but religious differences do not divide them. Switzerland is surrounded by great nations, but Switzerland has managed to keep her independence. This is a wonderful thing for Switzerland and a great lesson for the rest of the world.

If we look at the map, we see on her borders France, Germany, Austria, and Italy. If we look more closely, we find high mountains along those borders. Switzerland is a natural fortress. What is a *natural* fortress? What may it mean to a small country? Does it help her independence?

*Switzerland was not always independent.* During the Middle Ages, Switzerland was ruled by the Franks. It was a part of Charlemagne's empire. We know how the empire crumbled after Charlemagne's death. Switzerland was then divided between France and Germany. After that it became a part of Germany and later a part of Austria. The people of Switzerland did not like being passed around this way, so they resolved to become independent. About the time that Columbus was discovering America, the Swiss were fighting for independence. They were as successful in their work as Columbus was in his. It was a long hard fight, but the people won.



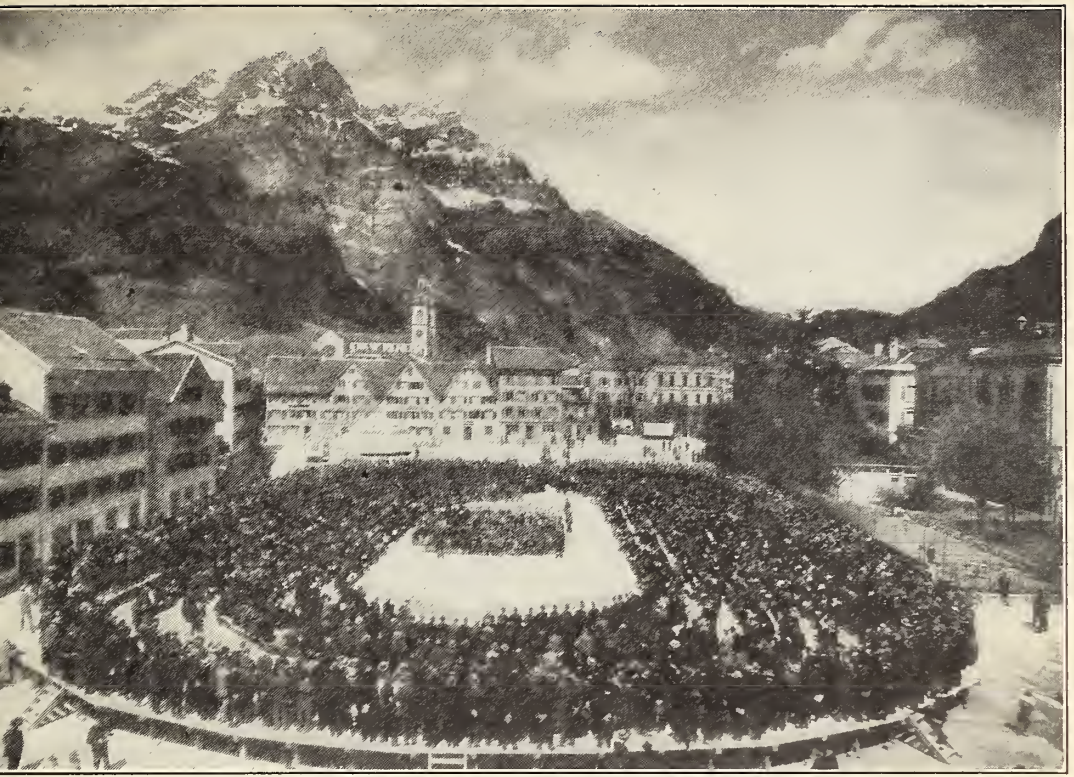
The story of William Tell belongs to this struggle. Do you know the story? It is said that William Tell refused to salute the hat of a commanding officer when it was placed on a post. He was seized and condemned to death. He was promised his freedom if he could split an apple, placed on the head of his son, by shooting an arrow through it. He accepted the challenge. Tightening his bow, he chose two good arrows. *Zing!* The first arrow split the apple, and his son was unharmed. The officer asked about the second arrow. William Tell replied that it would have pierced the heart of the officer if the first arrow had harmed his son.

The story of William Tell may not be a true story but it does show the spirit of the Swiss people. To this day the Swiss love to tell it and they present it often as an outdoor play. Visitors come from all parts of the world to see it. A beautiful opera has also been composed about it. The spirit of William Tell lives on in Switzerland.

*How do the Swiss govern themselves?* Democratically! The people do govern themselves. The little country is divided into cantons which are not as large as some of our counties. The people elect representatives to go to the capital city, Berne, to govern the country. What we call the Senate, is the State Council. What we call the House of Representatives, is the National Council. These officials elect the president and make the laws. Each canton has its own government much as each of our states has its own government. In villages the people come together in a kind of town meeting to plan their government.

#### SWISS SCENERY AND SWISS RESOURCES

*Perhaps we hear more of Swiss scenery than of her resources.* The mountain scenery is marvelous, probably the finest in all the world. Many of the great rugged peaks are covered with snow all the year. The effects are thrilling. In the late winter



A CITIZENS' OPEN-AIR ASSEMBLY, held each year in May at Glarus, Switzerland. On such occasions, all male citizens assemble to transact the public business. This assembly is a living monument to an ideal form of democracy. (*Photograph by H. Schönwetter-Elmer, Swiss Information.*)

afternoons the sun casts a rose-colored glow across them. This is called the "Alpine glow." People delight to watch it as the sun sinks behind a great peak. Thousands of boys, girls, men, and women enjoy the winter sports. It seems that every Swiss child can ski, skate, and manage a sled. The snow is all about them, and they make the most of it.

During the summer, thousands of sheep, cattle, and goats graze on the mountainsides. After the snow melts, the grass and shrubs are lush and green. The leading animal of each little herd wears a bell. In the calm of evening the tinkling of hundreds of these bells echoes and re-echoes across the valleys. Many Swiss people have learned to call to one another across the valleys by yodeling. They have made yodeling an art, like

singing. Good Swiss yodelers have gone all over the world to entertain people by this art. Perhaps you can listen to a record of Swiss yodelers.

The mountains of Switzerland furnish more than scenery. The melting snows make mighty streams. As these waters rush down the mountainsides, they are harnessed for power. Switzerland has great water power but no coal. Why do they call the water power *white* coal? The water power produces electricity, which is used in running the railroads, factories, and various industries. Switzerland is limited, however, in fertile land, forests, and minerals.

*Switzerland has many interesting farms.* The people farm every bit of fertile soil they have, but the farms are small. They are situated in the valleys and on the lower mountain slopes. During the summer the herds are taken high up the mountainsides to graze. Those in charge stay with the herds all summer. During this season they make delicious cheeses from the milk. The clear pure air and water from the mountains mean choice, clean cheese. While the herds are high up in the mountains, fodder crops are grown in the valleys. There must be hay and grain for the cattle and sheep in winter.

*Great rivers rise in the glaciers of Switzerland.* The towering Alps, from 12,000 to 16,000 feet high, catch great quantities of moisture in heavy snowfalls. Deep snows are packed into the crevices until they become a mass of ice. Slowly it slides down the mountain, cutting deep valleys as it goes. At the foot of the mountain it melts to form streams which dash on through the valleys to great rivers that flow to the sea. Switzerland has no seaports, but it is the source of rivers which form seaports. The Rhine and the Rhone rise in Switzerland. These are two of the most important rivers in all Europe. The Aar and Ticino also rise in the Swiss Alps. The Ticino flows into the Po, the largest river with the richest valley in Italy.





SUMMER PASTURES high in the Swiss Alps, with the rough huts of herdsmen nearby, make delightful pastoral scenes. (*Photograph by Wehrli.*)

#### ARTICLES MANUFACTURED IN SWITZERLAND

*Industrial products, as well as rivers, flow from Switzerland.* These streams furnish a great amount of hydroelectric power. What does hydroelectric mean? The snows and ice are ever melting but never entirely melted. The supply never runs out, so there is always plenty of water to turn the wheels of industry. Manufacturing is important in Switzerland. The people must produce goods, to be exchanged for wheat and other things which they cannot produce at home. Switzerland must depend upon other countries for bread. You can quickly think of other needs they cannot supply for themselves—sugar, coffee, tea, iron, and steel.

*Switzerland is very famous for manufacturing watches and clocks.* For many, many years some of the finest craftsmen in the world in watchmaking have been Swiss. Switzerland produces more watches than any other country. They are shipped to all parts of the world. They are exchanged in China for tea, in South America for coffee and wheat, in the United States for

WOOD CARVER  
WORKING ON A  
MODEL IN A  
WOOD - CARV-  
ING SCHOOL.  
(Photograph by  
Photopress, Zu-  
rich.)



steel, in Italy for citrus fruits, and so on throughout the world. These exchanges have helped the Swiss get along with other people. Have you noticed that everyone seems friendly to Switzerland?

Swiss clocks are as interesting as the watches. Many are made with beautifully carved cases. Some have musical chimes, and the Swiss cuckoo clocks delight everyone.

Many other manufactured products come from Switzerland. The Swiss are equally skillful in making fine jewelry, tools, and instruments. Electrical equipment, light machinery, and aluminum ware are manufactured in great quantities. Fine textiles are made, many of them requiring rare skill and fine handwork.

#### THE LEAGUE OF NATIONS

At the close of World War I the League of Nations was started. It was something like the United Nations which was organized at the close of World War II. After the terrible fighting of World War I, people believed that a great international league might prevent war. At least, it might help countries understand each other better. Their representatives might come together and plan for the good of people of all countries. Almost all of the nations in the world joined the League, but the United

States did not. Our country, however, did aid the League in many ways. Geneva, Switzerland, was chosen as the headquarters for the League.

The League of Nations did many good things, but it did not prevent a second world war. It did much to improve living conditions, especially health, throughout the world. It helped the people of one country understand those of another. There was a *World Court*, called the Permanent Court of International Justice, which helped in settling some international quarrels.

The outbreak of World War II, however, weakened the League. Many thought it had been a failure, although this is not quite the case. It was not as strong as it might have been, but the world had learned much from it. They would try again. So at the close of World War II the League of Nations came to an end, and the United Nations organization was established to take its place. Some of the duties of the League were turned over to the United Nations. Although the halls of the League of Nations at Geneva were now silent, the effort had not been in vain. The representatives of many nations had learned something about working together. Nations must try, try again before they succeed in keeping world peace.

#### THINGS TO TALK OR WRITE ABOUT

1. Give three important reasons why a small country like Switzerland has kept her independence.
2. Why should it be easy to remember the date when the Swiss struggled for their independence?
3. Make a simple outline comparing our government with that of Switzerland.
4. The Swiss have what peculiar method of communication?
5. List as many reasons as you can why Switzerland makes instruments instead of farm machinery for export?
6. What is meant by the statement, "Switzerland must depend on other countries for bread"?



### 3. GERMANY'S STRENGTH AND WEAKNESS

As we come to study Germany, we must keep in mind the great changes made by World War II. Many of these changes are still going on. Of course, the war did not change the rivers, mountains, soils, and mineral deposits. There were changes in governments and boundaries of some countries. As you read the following pages, you will find some of the statements are about conditions before the war. Changes that have been completed since the war are discussed, but we can only describe conditions which have been settled. You should keep this in mind as you study about any country.

*Germany is a large country in central Europe.* Only France is larger. Although smaller in area than France, Germany has a larger population. Germany has a very favorable location. Her natural resources are enormous. There are thousands of acres of fertile lands, rich mineral deposits, forests, river systems, and a temperate climate. To support a population of 66,000,000, Germany, before World War II, had developed her agriculture and industries. Although her fields are fertile, foods had to be imported. Manufactured goods had to be exchanged for foods.

*We have been in two great wars with Germany.* In spite of her favored position, Germany has not been contented. Germany in many ways has not been a good neighbor. She made a cruel attack upon France many years ago and then in 1914 she attacked France again. This was the beginning of World War I. Germany invaded France and Belgium without any good reason. England came to the defense of France, and the war became fierce on both land and sea. German submarines began to sink ships of neutral countries. Finally American ships were torpedoed, and the United States declared war on Germany. Great American armies were sent to France where our troops, joining with the French and English, fought bloody campaigns. It be-

came a vast *world* war in which Germany was defeated in 1918.

Twenty years later German armies were on the march again. Again France was attacked. Worse yet, Belgium and Holland were cruelly invaded. The people of all the world were greatly aroused by World War II. Here was Germany disturbing the peace of the world a second time within a few years. The Germans invaded neighboring countries for no good reason. After a little over two years of war, the United States was again forced to defend her rights and her people by entering World War II. The United States, Great Britain, Russia, and the other countries fighting against Germany finally defeated her completely (1945). Thus we have fought Germany in two great wars. It seemed that only through war could Germany be made to respect her neighbors.

*Germany has an interesting past.* We know that powerful German tribes invaded Rome. These tribes wandered over central Europe, hunting, fighting, and slowly learning how to live together. The Germans did not settle down quickly. They were eager to take the lands of the Romans rather than develop their own. Many Germans became the hired soldiers of Rome.

Great leaders, such as Charlemagne, came along and conditions were improved. Then, with a weak ruler, things did not go so well. As a people they were unable to unite into a strong nation, and even a strong king could not unite them well. As a result there were, for many years, hundreds of small principalities or little nations in Germany. Each was governed by a nobleman—a prince or duke—but each tried to remain independent. Germany had difficulty in becoming a unified nation. It did finally become an empire in 1871.

#### THE GERMAN GUILDS

*The guilds of Germany influenced many trades.* The word *guild* means “to pay.” Men who became members of the society,

or guild, paid dues. Some groups had a guild house or guildhall where the members could meet to plan their work. All workers—apprentices, journeymen, and craftsmen—in one trade, joined the same guild. No one who was not a member of a certain guild could work at that trade. He must first pass an examination to show his ability. If the guild admitted him, he could then work at the trade. In this way the guild guaranteed good work.

The guild system was followed in all parts of central Europe and England. Guild members became very proud of their skill and turned out fine articles of clothing, furniture, tools, and other goods.

One of the interesting growths from these craft guilds was names. People were given names from their trades. Many of these names are still with us although some of the trades are no longer followed. Such names as Smith, Carpenter, Potter, Cooper, Chandler, and Tailor are common. Can you think of others? What did each of these workers do?

#### CHURCH REFORM IN GERMANY

*The Reformation in Germany led to the founding of Protestant Churches.* About four centuries ago there were many arguments in Germany about religion. Priests and others were talking about the rules of the Church. One of these was a Catholic priest by the name of Martin Luther. He argued so strongly for changes in certain rules that he was excommunicated by the Pope. (What a long word! Do you know what it means?) Having been excommunicated, Luther was now no longer in good standing as a member of the Church. There were many people, however, who agreed with him. They believed that the Church should be reformed, and so the great Protestant Reformation was started. From that day to this we have had two great groups of Christians—Protestants and Catholics.

The Protestant Church grew very rapidly in Germany—par-



ticularly in northern Germany. Luther was a German, and Germany is called the home of the Protestant Reformation. One of the most important things done by Luther was to have the Bible translated and printed in German. He believed it should be in a form that all could read. The Bible had first been written in Hebrew and Greek. Later it was translated into Latin, but only priests and scholars could read Latin. The Reformation changed all this. All the people in Germany who knew how to read their own language, could now read the Bible.

#### HISTORY OF MODERN GERMANY

*The Hohenzollerns became the ruling family of Germany.* We know that there have been great ruling families in many countries. Germany had such a family in the Hohenzollerns. They were in power when the German states were united as an empire in 1871. William Hohenzollern, known as William II or the Kaiser, became Emperor of Germany in 1888. He was an unusual man. He was very determined and became a great leader. He was not only King of Prussia but Emperor of all Germany, and he let all Germans know it. As the Emperor he helped Germany become a strong nation.

Kaiser William II wanted Germany to have the strongest army and navy in the world. In this he almost succeeded. When Germany was ready for war she suddenly attacked her neighbor countries, as we have seen. World War I was started (1914). It lasted over four long years, and millions of men were killed. Germany was defeated and the empire collapsed. The Kaiser fled to Holland and was never again allowed to return to Germany.

*Germany then started a republic.* The German people became hopeful of establishing a democracy, but they had had no experience with democracy such as we have had in the United States. They did not know how to elect representatives who

would govern wisely or how to manage this new form of government. As a result the German Republic which was set up did not work well. What should the people do?

Again selfish leaders came into power. Adolf Hitler became the dictator of all Germany. He was a tyrant of the worst kind and led the people to prepare for war rather than peace. Suddenly Germany again struck at her neighbors (1939), and World War II was on! Once more the world had to suffer war—this one lasting nearly six years. Again Germany went down in terrible defeat. The whole country was devastated.

After the war, Allied troops occupied Germany and restored order in the country. Germany and most of the other nations of Europe needed food and all kinds of supplies. A few countries, especially the United States, supplied food and helped them to get their factories running again. The United Nations tried to settle differences between countries that might lead to war.

#### INDUSTRIAL REGIONS IN GERMANY

*Germany has developed great industrial areas.* Even a great war cannot change the coal and iron deposits. The streams will still flow. The climate and soil remain much the same. Perhaps it is fortunate that man cannot change some things very much. As we look at the map of Germany, we can see great industrial areas. These are regions which are good for certain industries. They include the Ruhr in the lower Rhine area, the Saar Basin, the Elbe Valley near Dresden, a region near Frankfurt on the Main River, and the section south of Frankfurt at Stuttgart. Can you find these on the map? Talk about these good locations for industry. Why are the industries in these places? Let us see if we can find out. They are important to Germany. They are important to the world.

The Ruhr Valley is enormously rich in coal which is of high quality and suitable for the iron and steel industry. The Ruhr is



EASTERN EUROPE. Compare countries on this map with the countries shown on older maps.

indeed a great coal and steel center. Water transportation on the Rhine and Main rivers makes it easy to ship heavy iron and steel products. Chemical and textile industries are nearby. These industries are of interest to the people of France, Holland, and Belgium, as well as to Germany.

The Saar Basin is rich in good coal for making steel. Large iron deposits are just over the French border. Because of this, France and Germany need to work together.

North and east of these regions we find the industries of the Elbe Valley. There is much coal here but it is not suitable for



making steel. It does furnish power for textile, china, and chemical industries.

In southern Germany are the areas near Frankfort and Stuttgart. Here are chemical plants, breweries, glassmaking and textile factories.

These and other industries helped to make Germany great. Since many were used to make war materials, they were bombed and destroyed by the Allied air force. Now they are being rebuilt and changed for a better Germany and a better world.

#### FARMING IN GERMANY

*Germany is a rich agricultural country.* The Germans are good farmers. They feel that they must produce all the food they can. About a third of the people are interested in farming. With their best efforts, however, the farmers cannot produce enough food for the whole population. Food must be imported from other countries. This is one reason why great industries are needed. Manufactured goods can be exchanged for grain, foods, and raw materials.

The Germans have been scientific in their farming. They have bred fine cattle which produce much milk. Grains and vegetables have been improved. The soils have been scientifically fertilized. Germany has a wealth of potash which can be used as a fertilizer. When it is placed on the land, much larger yields of crops are produced. Since the potash is so cheap in Germany it is widely used to keep the soil fertile. This fertilizer is also shipped to other countries.

The Germans study their soils, crops, and climate with care. If the soil is too poor to grow wheat, perhaps it will grow rye. This is the case in many places, and rye is grown in large quantities. Rye bread is nourishing and is popular with the people.

Great amounts of sugar beets are grown but not enough to furnish the sugar needed. Great crops of vegetables such as



VEGETABLE MARKET IN NUREMBERG. Public markets are held in large open squares in nearly every German town. In some of these markets everything from fine jewelry to butter is sold. (*Photograph by Ewing Galloway.*)

cabbage and potatoes are produced. These two vegetables are in the diet of nearly every German and are excellent food. They are bulky but need not be shipped far. What does *bulky* mean as used here? Why should bulky vegetables be grown at home? Grains are more easily shipped and are imported in large amounts.

Since no part of Germany has a very warm climate, citrus fruits, figs, dates, bananas, coffee, and cane sugar must be imported. Optical goods are exchanged for oranges, cameras for cane sugar, surgical instruments for coffee, and musical instruments for cotton. Do you see how this works? Explain it.

*The Black Forest of Germany is one of the most famous forests in the world.* Find it on the map. It covers a part of the upper Rhine Valley near the Vosges Mountains in France. About two hundred years ago the Germans realized that their supply

of wood would soon be gone. At that time wood was used for fuel because they had not learned to burn coal. They planned to care for their forests by allowing only one hundredth of the trees to be cut in one year. These were to be replaced by planting young trees. In this way the forest would go on indefinitely. This good plan has been followed since by other countries.

*Germans have sailed every sea.* Germany does not have a long seacoast, but the Germans have been good fishermen and sailors. Fishing is a great German industry. Both freighters and passenger liners have gone from German ports to all parts of the world. First, there were the sailing vessels made from the fine timber growing in Germany. When steel vessels came into use, the coal and steel of Germany were used to build them. Bright young inventors and mechanics were trained to build the best of ships. A good educational system prepared navigators. Engineers built great wharves at each seaport. Harbors were cleared so that the largest ships could dock. Modern machinery for loading and unloading was made. Crews were trained to man every kind of ship. Every man from the captain to the lowest seaman was taught to do his work well. These things enabled the Germans to build an efficient merchant marine and a powerful navy.

#### SOME IMPORTANT GERMAN CITIES

*The cities of Germany have achieved much.* We cannot even mention all the great cities of Germany. Berlin, the capital, is the largest. It has not been a city of great beauty, but parts of it have been attractive. Berlin's most famous street was known as *Unter den Linden*. It was a broad street along which linden trees were planted. At one end was the great Brandenburg Gate—a sort of triumphal arch. For many years only the Kaiser and those to whom he gave permission could pass through the central part of the arch. The Kaiser's palace was at the other end of this broad street.





THE BRANDENBURG GATE IN BERLIN, built in 1790. The statue on top was taken by Napoleon's army in 1807, but it was restored in 1814. (*Photograph by Max Pohly, Black Star.*)

Munich is the capital city of Bavaria. It was a more beautiful city than Berlin but not so large. Dresden is most famous for its art and museums, but it also has had important industries. Dresden china is known all over the world. Fine little china figurines (small figures) have been made in Dresden for many years. The colors and finish are exquisite.

Leipzig was developed as a great commercial center where great fairs have been held. Nuremberg, before World War II, was both old and new. In the old section were many quaint old houses and walls. Old shops, restaurants, and markets were kept going as they had been hundreds of years before. The new part was built up around the old. In the new city were factories and industries.

There are many other interesting cities and towns in Ger-



CASTLES ALONG THE RHINE add interest to the beautiful landscape. (Photograph by Max Pohly, *Black Star*.)

many. You will learn of them later. Unfortunately many of them were badly damaged or destroyed in World War II, and it will take many years to replace them.

*Castles on the Rhine still stand.* There are many famous castles along the Rhine and in other parts of Germany. Some of these castles were built during the days of feudalism. Later wealthy Germans built more mansions or castles. There are many legends about these old castles, which have become famous in stories, poems, plays, and operas.

We travel along the great River Rhine, one of the most famous rivers in the world. As we move up the stream we see the high, rocky banks and pass the cities of Cologne, Bingen, and Mainz. These are great industrial cities. There are also quaint and interesting villages along the way. Some are tucked into narrow valleys, but many are on the hillsides. From the deck of a river steamer, one can see these villages, and often at the very top of the hill is a great castle. Surrounding it are terraces where grapes and other fruits are grown. They are lovely plots as they are spread out on the slopes. We can see how the nobleman so many years ago had his castle built for safety. He and the people



SMALL CHINA  
FIGURES .  
Because of the  
fine quality of  
china produced  
in Dresden, the  
china and the  
name have be-  
come world fa-  
mous. (Courtesy  
of The Metro-  
politan Museum  
of Art.)



who cared for his land were well protected behind those great walls.

GERMAN CONTRIBUTIONS TO ARTS AND SCIENCES

*Germans have done much for the arts and sciences.* People all over the world have resented the warlike spirit of Germany but have liked its work in the arts and sciences. The Germans have produced many scientists. For example, Roentgen discovered the X ray which has become so very important in treating disease. Domagk, a German, first learned to use the sulfa drugs. Diesel invented an internal-combustion engine which does not need spark plugs. It is used to run ships, streamlined trains, trucks, and other things. A German, Dahl, learned a very good way to make paper from wood pulp. Germans have been good inventors and builders. They have made great ships, fine microscopes, good surgical instruments, and other useful things. Many great chemists have been Germans. Thus we see that they have done much for science.

Germany is noted for her great artists in music, painting, sculpture, and literature. Perhaps we are most interested in German music, for music is not limited to a language. Richard Wagner composed, perhaps, more great operas than any other



person. Strauss composed beautiful music which is played all over the world. Schubert, Mozart, Haydn, Handel, Brahms, and Bach are world-famous musicians. Perhaps you would like to see what is said about them in the encyclopedia. It would be interesting to play records of their music. In what ways has the music of Germany and of other European countries meant much to us?

In southern Germany there are many skillful carvers of wood. They carve figures of wood as some sculptors carve them from marble. Oberammergau, a village near Munich, is famous for its wood carvers. There is a fine wood-carving school there. The village is also noted for giving the Passion Play, which is a drama of the Crucifixion of Christ. The people have been giving this play for over three hundred years. It is said that the people made a vow to God that they would continue to give this play because they were once delivered from a great danger. Germans have been artistic in many ways, such as in making fine musical instruments, fine china, silverware, watches, and clocks.

*Education in Germany has long been important.* Germany was the first country to have school systems as we know them today. These were such good schools that many people became interested in them. About a hundred years ago, educators from the United States went to Germany to study its school systems. They came back and planned to make our grade schools, high schools, and universities much like those in Germany. As years passed, many changes have been made to make our schools truly American. The Germans believed in free elementary schools and compelled all children to attend. The Americans liked this idea and adopted it. They even included the high schools. The high schools of Germany were for the select few—the children of the upper classes. The Germans have had great universities for hundreds of years, and many professors in American universities have attended universities in Germany.

## GIVING YOUR OPINION

An opinion should never be given without facts to support it. Think carefully about the following statements or questions and then give your opinion.

1. In what ways has geography made Germany jealous of France?
2. How have her resources made Germany able to wage war on her neighbors?
3. Martin Luther believed that all people should be able to read the Bible. It is a well-known fact that more copies of the Bible are sold each year than of any other book.

Do you believe that Martin Luther was right?

4. One of our freedoms is the freedom of worship. Do you believe that this freedom makes our country a better place to live?

Watch the daily newspaper for some instance where freedom of religion is not observed. What are the results?

5. Is man stronger than geography or geography stronger than man?
6. In your opinion, what are the five best ways in which Germany has helped in building our world?
7. What are the differences between being a *neighbor* and being a *good neighbor*?

## INTERESTING THINGS TO DO

1. Plan a recital. Play only compositions of famous German composers.

If your classmates do not play the piano, you may wish to plan a program of recorded music of the famous German composers.

2. Find out whether or not someone in your community has seen the Passion Play at Oberammergau; if so, invite him to tell you about it.
3. Make a large map of Germany. Arrange around the edge a border of pictures of Germany's products. (The pictures may be drawn or clippings.) Draw a colored line from each picture in the border to the location or locations where each article is produced. Keep your map neat and attractive.

#### 4. VIENNA, THE HEART OF AN EMPIRE

*The Hapsburg family dominated much of the life of central Europe.* We have noted that a great family—the Hohenzollerns—furnished the leaders for the German Empire. At the same time there was a great ruling family in Austria—the Hapsburgs. They became very powerful and built the Austro-Hungarian Empire into a mighty state. Members of this family married members of ruling families in other countries. In this way the Emperor at Vienna, the capital of Austria-Hungary, could influence many countries through family relationships.

*Austria-Hungary was once a great empire.* Before World War I it had been a country of great influence. The word Austria means the eastern part of a kingdom. It was the kingdom which bound together several different provinces or states. German was the national language, and the customs were largely German. If one traveled from the city of Munich in Bavaria to the city of Vienna, he would see little difference in the people. All would speak German, their dress would be much the same, and they would enjoy the same music and sports.

Before World War I, Austria-Hungary included parts of what later were Germany, Rumania, Italy, Yugoslavia, Poland, and Hungary. The important seaports, Trieste and Fiume, belonged to the empire at that time. It controlled the Danube, its fertile valley, and the great amount of shipping on its waters. Austria-Hungary was so situated that it could influence important neighbors on all sides. Look at the map and see how this could be. Her neighbors did not enjoy some of her influence because she was unfair in dealing with weaker nations. Her emperors ruled by means of force. Through the years they had succeeded in organizing powerful armies. There was little concern for the rights of the common people. This overbearing attitude started World War I.



When World War I came to a close, Austria-Hungary ceased to exist. People all over the world were convinced that the people should rule. There was no such thing, they thought, as a "divine right of kings" to rule. They saw that the ruler who inherited his power might abuse it. This type of government could not last. At the end of the war the Hapsburg family, so long a great power, lost its authority. The Austro-Hungarian Empire was broken up and parts of it were given to several different countries. Austria became a republic and was then one of the smaller countries of Europe.

Look at the map on page 241 which shows old Austria-Hungary and then the little Austrian republic. Austria is about twice the size of Switzerland, both in area and in population. It differs in this respect: Switzerland has no very large city, while Austria has Vienna, which before World War II had a population of nearly two million. This was about a fourth of the population of the entire country.

*After World War I, Austria could not produce enough food for her own needs.* The city of Vienna had been planned as the capital of a large empire. Food for the people of Vienna came from all parts of this great empire. This caused great difficulty when the empire was broken up. Vienna could depend only upon little Austria for its food. The people in the farming areas of Austria could not produce enough food for Vienna and themselves. Trade with neighboring countries was not enough to make Austria prosperous. So the country lacked both food and the means with which to buy it.

The people became discouraged. They were ready to listen to the promises of Hitler, so, in 1938, Austria became a part of Germany. The two countries were much alike. They had the same language and the same German traditions. The German-speaking people were again united and ready to start another war. They would fight their neighbors rather than cooperate

with them. As a result of World War II, Austria was worse off than before. War always destroys needed goods and impoverishes everyone. What does *impoverish* mean?

*Vienna has been one of the great capitals of Europe.* Note the location of this city on the Danube River (see the map, page 241). It is at the place where the river leaves the uplands and enters the broad valley. The river is wide at this point and remains wide as it flows on past Budapest and Belgrade. It has been important in transportation for centuries. The city of Vienna is at the head of a large channel, which is suitable for heavy river traffic.

Vienna is said to have been started as a Roman camp. The way in which the valleys and mountains are arranged, makes Vienna a sort of crossroads for travel and trade. Since it was so well situated, it grew to be a great city in trade and in political affairs. It also became important as a railway center. The railroads reach out in all directions—north to Berlin, east to Budapest, south to Italian cities, and west to Munich. Show how Vienna is well situated to attract travelers. It has attracted them from all parts of the world for many, many years. It is a beautiful city of fine buildings, boulevards, and parks.

*Vienna was long the center of gay court life.* The emperor, the royal household, and notable visitors found a brilliant social life in Vienna. There were great balls, receptions, dinners, concerts, and teas. Nearby were wonderful places for sports—hunting, riding, and winter sports. Since the fall of the Empire, Vienna has not been so gay and lively, but thousands of people still visit the city for entertainment. The Alps are near for thrilling winter sports. The countryside, mountains, forests, and fine roads for motoring are all inviting. Within the city itself one finds all types of entertainment.

*The most famous street in Vienna is the Ringstrasse.* The word means “ring street.” It is often called “The Ring.” It is a



THE WALTZ, made popular by music-loving people of Vienna. A scene from the movie about the famous composer of waltzes, Johann Strauss. (From "The Great Waltz," courtesy of Metro-Goldwyn-Mayer.)

beautiful, broad street which forms a sort of ring at the center of the city. On it or near it are many of the most important buildings, one of which is the imperial palace, so long the center of gay court life. One can visit imperial museums of natural history and art, the houses of parliament, and the imperial or state opera house, which has been an important center of music for many years.

*The people of Vienna are noted for their gaiety.* They love music, dancing, parties, and dinners. They are like the people of Berlin in that they speak the same language but are different from them in one respect. The people of Berlin tend to be serious, while the people of Vienna are gay.

#### VIENNA, A GREAT MUSIC CENTER

*Many composers and musicians have lived in Vienna.* One of these was Johann Strauss, called the "Waltz King." Strauss composed "The Beautiful Blue Danube," a waltz which is popu-



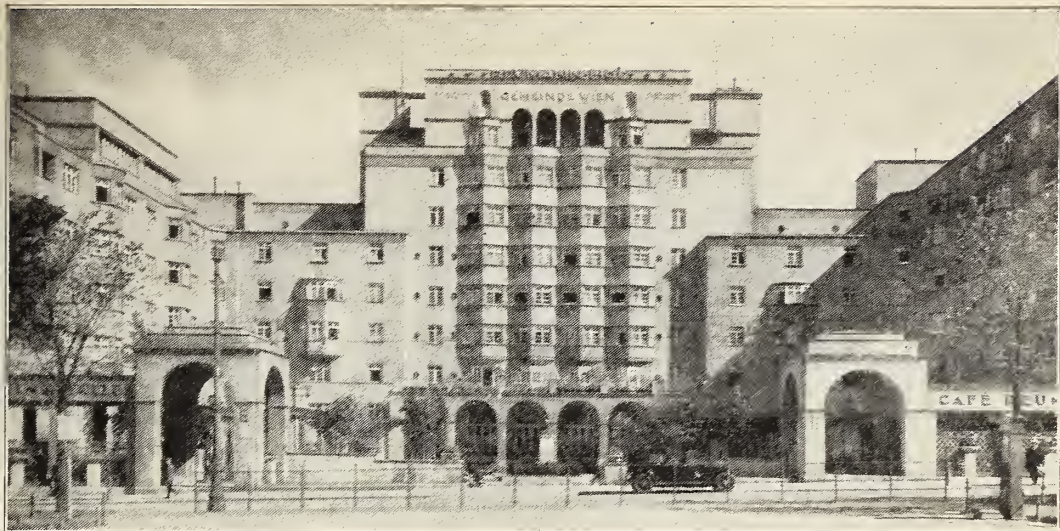


AN OLD STREET IN VIENNA. The city is richly adorned with monuments and there is great variety in its architecture. As an artistic, musical, and scientific center, it attracts people from all over the world.

lar in every part of the world. You may have heard it. Perhaps you can play it on the phonograph. The music is lovely, and the title is pleasing, but it is wrong in stating that the water of the Danube is blue—it is a muddy brown. Perhaps Strauss added the word *blue* for effect! He wrote more than four hundred waltzes, and was also a famous orchestra conductor.

Josef Haydn, who was called the “father of the symphony,” received his musical education in Vienna. (What does it mean to be the “father of the symphony”?) He composed about twenty-five symphonies. Haydn spent several years in England but returned to Vienna to carry on his great musical work.

A more recent musician from Vienna is Fritz Kreisler, the violinist, who has given concerts in all parts of America. Mozart, Beethoven, and Schubert all lived in Vienna. What can you find out about these great musicians? Not only have great musicians lived in Vienna, but many other great ones have visited it.



VIENNA, TODAY, contains numerous modern apartment buildings such as the one shown above. Notice how the windows are arranged to obtain good lighting. (*Photograph by Mauritius, Black Star.*)

Vienna has meant much to America and the rest of the world through its music.

We have been telling about the *great* musicians. There are also many musicians in Vienna who are not so great but are very popular. They entertain the guests of the famous coffee-houses. In coffeehouses, which are much like restaurants, people gather to drink coffee, eat, and chat. The musicians go from table to table playing the violin, guitar, and accordion or *squeezebox*, as they call it. They play bright, popular folk tunes and sometimes sing for the diners. The thing which impresses one is the gaiety of the people. They give wonderful applause when the players do well.

*Vienna is famous for her schools of medicine.* Hundreds of American doctors have gone to Vienna for special courses in medicine. The Austrian professors learned to give their lectures in English so that American doctors could quickly learn the new methods. There were great specialists in surgery and in the treatment of diseases of the eye. Vienna has been helpful to us of America in this way.

*Austria has many attractive and progressive villages.* Vienna

is by far the most important city in Austria, but there are also many fine villages. Some of these are in rich farming regions. There are industries in or near others. After World War I, people in the villages developed some very good schools. Children came from the surrounding country as well as from the villages. They were taught trades that might be followed in the local community. For example, boys and girls in high school could learn to be barbers and hairdressers. It was arranged for them to practice on their schoolmates. All pupils received very good health instruction in these village schools.

### OPEN BOOK TEST

The following sentences are from your text, pages 250-256. Copy the sentences. Find them in your text and complete them by filling in the word or words that are missing.

1. If one traveled from the city of Munich in Bavaria to the city of Vienna, he would see \_\_\_\_\_ in the people.
2. Austria-Hungary was so situated that it could influence \_\_\_\_\_ neighbors on all sides.
3. When \_\_\_\_\_ I came to a close, Austria-Hungary ceased to exist.
4. Austria is about twice the size of \_\_\_\_\_, both in area and in population.
5. The people became discouraged. They were ready to listen to the promises of \_\_\_\_\_, and in 1938 Austria became part of \_\_\_\_\_.
6. The way in which the valleys and mountains are arranged makes Vienna a sort of \_\_\_\_\_ for travel and trade.
7. \_\_\_\_\_ composed "The Beautiful Blue Danube," a waltz which is popular in every part of the world.
8. \_\_\_\_\_, who was called the "father of the symphony," received his musical education in Vienna.
9. \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ all lived in Vienna.
10. Vienna was \_\_\_\_\_ for her schools of medicine.





THE WINDMILL has become a symbol of Holland. Farm scenes such as the above are typical. There is much fertile land, and the farmers live comfortably. (*Photograph by De Cou, from Ewing Galloway.*)

## 5. THE LOW COUNTRIES—THE NETHERLANDS AND BELGIUM

*The Netherlands and Belgium are called the Low Countries.* The Netherlands is the home of the Dutch people. We sometimes speak of it as Holland, but Holland is only a part of the Netherlands. It is the section in which most of the land is below sea level. Holland means "hollow land." All of the Netherlands is a low flat country, and Belgium, too, is rather low. These neighboring countries have many things in common, although Belgium has no great sections of land below sea level as has the Netherlands. Belgium's soil is very productive, and Belgium is the most thickly populated country in Europe.

*The Dutch people learned to build dikes to hold back the sea.* They did this because this low land was very fertile. As the population grew, they pushed back the sea to get more land. This land would grow more food for the people. However, the water would seep in and cover the fields. What must they do? They decided to dig canals to drain the fields. The water in the canals could be pumped into streams which flowed to the sea. Since there was always a breeze blowing, windmills could work the pumps and send the water out to sea. There still



BELGIUM AND THE NETHERLANDS, lands of dikes and canals. Luxembourg, also shown, is a small mountainous country.

are windmills in Holland, but the great pumps are now run by steam, gasoline, or electricity.

In Holland there are many *polders*. "Polder" is the Dutch word for drained lands. These lands are divided into strips with ditches between to drain off the water. The polder is surrounded by a dike, and the water drains into the ditches and flows into

canals. It is then pumped from the canals into streams flowing to the sea. Look at the map on page 258 and find the Zuider Zee. A great dike has been built across the mouth of this sea. Gradually the water is being pumped out, and as the water is lowered the land can be cultivated. Great new polders are being made. These lands will produce more butter, cheese, cream, vegetables, eggs, and poultry which can be exported and exchanged for other goods. In this way the Dutch raise their standard of living.

*What of the wooden shoes?* Before rubber was widely used for making boots and shoes, wood served well. The farmer found that wooden shoes kept his feet dry as he cared for his cattle or worked in the fields. Leather shoes would leak and soon rot away. The wooden shoes were not flexible, but with thick woolen socks they were comfortable. Thus the Dutch became famous for their wooden shoes. They are still worn by a few people, but most farmers find that rubber boots are better. The people in the towns and cities now dress much as people in American towns and cities do. They are a clean, industrious, and prosperous people. They have been good friends of America for a long time.

#### FARMING IN HOLLAND

*The Dutch are good dairymen.* They produce great quantities of milk and cream. Cheese, butter, and evaporated milk are among their principal exports. In the regions which are below sea level, the pastures are very rich.

The farmers in these lowlands have fine dairy herds, pigs, and poultry. Few places in the world produce such choice eggs and butter. The cheeses made in the Netherlands are famous all over the world. Edam is one of the famous cheese centers. It is just north of Amsterdam, the largest city in the country. The cheese which is made here is called Edam cheese. It has a



delicious flavor and is made in great balls colored a dark red. Hundreds of these great red balls can be seen in the market. Much of the cheese is consumed in the Netherlands, but large quantities are shipped to other countries.

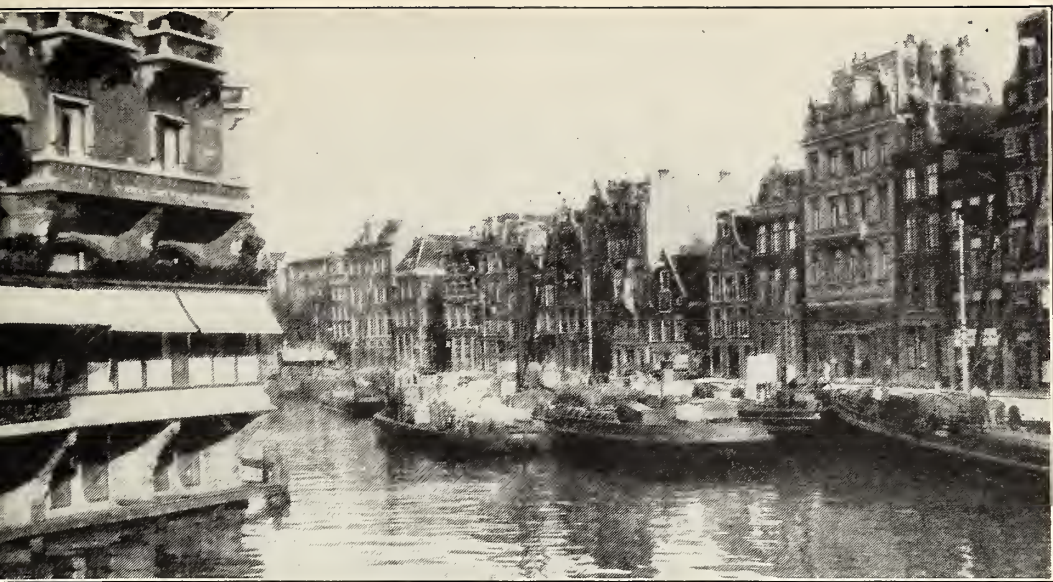
Many vegetables are grown in all parts of the country. Since the country is small, fresh vegetables are easily shipped to the cities and to neighboring countries.

*Dutch bulbs travel around the world.* You have already heard of the fine Dutch tulips. In the spring one can see great fields of the colorful flowers. There are hundreds of acres of them. The tulip bulbs are exported to many lands. The bulb business of the Netherlands is really a big business. The expert growers have learned to produce tulips of almost any color and shade. They know how to grow them with long or short stems. Narcissus and hyacinth bulbs are also grown in great numbers. The very bulbs which you may have planted in pots in your schoolroom probably came from the Netherlands. Most of our florists buy Dutch bulbs for their trade. These bulbs produce strong plants with the finest of flowers.

#### THE DUTCH, A SEAFARING PEOPLE

*Hollanders understand the sea.* They have been good explorers, navigators, sailors, and fishermen. They go out with their fishing boats and bring back tons of fish. This is an important food at home, and many fish are shipped to Germany and other neighboring countries. As fishing boats bring in their cargoes, the fish are quickly packed in ice and sent to Amsterdam, a few miles away. Others are rushed to markets in Germany.

Dutch ships sail over many seas. Freighters travel to all the Dutch colonies and also carry cargoes from Europe to America. American goods are taken in exchange and carried to Europe. Fine passenger liners make regular voyages across the Atlantic.



AMSTERDAM is sometimes called "The Venice of the North." Notice how the boats line the canals. (*Photograph by Ewing Galloway.*)

The Dutch can not only sail ships well but they can build them well. There are many shipyards at Rotterdam. Here one may see the building of large ocean liners and many kinds of smaller vessels. Shipbuilding is a great Dutch industry. Antwerp, the principal port of Belgium, is another important shipbuilding center of the Low Countries.

The Netherlands is a great commercial nation, and the Dutch are good businessmen. They get along well with their neighbors. Many Hollanders speak not only Dutch but some English, German, and French. On the map on page 217, see how close the Netherlands is to Germany, England, and France.

The people of Belgium have no Belgian language. They speak French, Flemish, and Dutch. The Flemish is much like German and is also related to the Dutch language.

#### CITIES IN HOLLAND AND BELGIUM

*There are beautiful cities in the Netherlands.* Both the cities and the villages are very clean and well kept. As one goes about the streets early in the morning, he sees the doorsteps being





MODERN AMSTERDAM is a big commercial and financial center. Criss-crossed with canals, it is the largest and the most important city of the Netherlands. (*Courtesy of K. L. M. Royal Dutch Airlines.*)

scrubbed with great care. The brass doorknobs and knockers are polished until they shine. Even the poorest workman is clean. Foods are kept very clean and most homes are spotless. Children in school are always clean and courteous. Lawns are well kept and flowers bloom in parks and gardens. It is a delightful country to visit.

Amsterdam is the largest city and is also the official capital. It is famous as a center of art and learning. It is also important in industry. Manufactures include tobacco, glass, jewelry, linen, soap, silk, and machinery. The industry of greatest interest is diamond cutting. Some of the finest diamond cutters in the world are here. The diamond, as it comes from the mines, is rarely beautiful or useful. Skilled workmen must cut and polish it. This is a fine art. The diamond cutter takes the dull-looking stone and plans how it should be cut. A fine stone, when well cut and polished, may be worth hundreds or even thousands of



dollars. The skillful art of the cutter determines, to a large extent, the value of a diamond.

Rotterdam, the second city, is the great seaport and an important industrial and business center. The Hague is a smaller city but not less important. It is called the "peace city" of the world. That does make it important, doesn't it? It is the home of the queen, and many of the government offices are there. The Royal Palace is impressive but modest. Perhaps the world is more interested in the Peace Palace. This beautiful palace was built as a meeting place for peace conferences. The World Court has met here many times to consider international cases of importance.

*Brussels is the capital and largest city in Belgium.* In one part of the city are government offices and the Belgian royal palace. In the lower part of the city are the industries. In manufacturing, the name Brussels is perhaps best known in carpet weaving. Brussels carpets are known all over the world. Belgium is famous as a country of good weavers. They weave many kinds of carpets, rugs, and tapestries. They are also wonderful lacemakers. Other manufactures include fine glassware, chemicals, and metal goods.

*Belgium is a rich but small country.* Unfortunately it cannot produce enough food to support all the people, although it does produce much oats, potatoes, and vegetables. Belgian grapes and other fruits are grown in quantities. For many years Belgium has been famous for breeding fine horses, excellent dairy herds, sheep, and swine. Fortunately there is some coal mined in the southern part of the country, which is an aid to industries. Iron and steel, as well as some coal, are imported for manufacturing.

*Belgium has been a battleground many times.* Since it is a low rolling plain, it makes a good place to draw up armies. Many armies have invaded and passed through Belgium. It was in-

vaded in both World War I and World War II. The famous Battle of Waterloo, in which Napoleon was defeated, was fought in Belgium. What have you heard of this battle?

#### GREAT PAINTERS FROM THE LOW COUNTRIES

*Belgium has produced several famous painters.* The Netherlands and Belgium were once one country. Because of this we should keep in mind that Flemish art and Dutch art may be much the same. There were many good Flemish artists, but Rubens was one of the most famous. He painted portraits, landscapes, and animals. His "Descent from the Cross" is considered one of the twelve greatest paintings of the world. Some of his other great pictures are: "Holy Family," "Lion Hunt," and "Last Judgment." Anthony Van Dyck, a pupil of Rubens, was also very skillful. His pictures, "Children of Charles I of England" and "Baby Stuart," are widely known.

*The Netherlands also has produced great painters.* Rembrandt van Ryn, known as Rembrandt, painted "The Night Watch," "Anatomy Lecture," "Adoration of Shepherds," and landscapes. Franz Hals the Younger liked to paint portraits of common people. Such pictures as "Civic Guard Banquet" and "The Jester" show his skill. Sometimes one artist would paint the landscape and another would paint the figures on it. Aart van der Neer painted excellent sunsets and winter scenes. Cuyp painted lifelike figures and animals, and Hobbema was very good at landscapes.

*The people of the Netherlands have long been good neighbors to the United States.* Their explorers and navigators helped discover the lands of the New World. They were kind to the Pilgrims who were to do much for America. The Dutch who came to New York were good colonists, and their descendants have been good citizens. We have had friendly relations with the Netherlands for many years.



FLEMISH AND DUTCH ART of the Renaissance reached a very high level as shown by the paintings of Jan van Eyck, Flemish (*left*), and Jan Steen, Dutch (*right*). (Photographs by Art Reference Bureau and D. F. Eberhardt.)

*America has been influenced by the Dutch in many ways.* The first Dutch colony in America was started where New York City now stands. The land was not low like the Netherlands, but the colony was called New Netherland in honor of the mother country. Although it later became an English colony, the Dutch people left many Dutch influences. Let us see what some of them are. There are Dutch family names which we all know. Three of our Presidents were of Dutch descent and came from New York State—Van Buren, Theodore Roosevelt, and Franklin D. Roosevelt. We find, in the state of New York, cities named Amsterdam, Stuyvesant Falls, and Rensselaer. There are family names beginning with “Van” and “Ten,” as Van Dyke, Van Duzer, Van Horn, Van Etten, Ten Eyck, and Ten Broeck. These are of Dutch origin. There are some fine old homes along the Hudson which were built by Dutch families. The word “kill,” meaning a stream, comes from the Dutch. We have such names



as Peekskill and Catskill. These early influences have helped to keep up our interest in the Dutch people.

*Although the Netherlands was cruelly invaded in World War II, the people kept their courage and high ideals.* Since the war, they have rebuilt their homes and factories and have good plans for the future. They believe in themselves. They have good schools for all the children. Everyone is trained to be a good citizen of his country and of the world.

#### INFORMATION PLEASE

Discuss the question, What makes a good question? You will probably include points in your discussion such as the following:

A good question does not suggest the answer.

A good question requires thinking before answering.

You can think of other points to consider in making a good question.

Choose a committee. Each pupil is to give the committee five of the best questions he can write asking for information about the Low Countries—the Netherlands and Belgium.

Have the committee provide slips of paper on which to write each question. Write after each question the answer and INFORMATION PLEASE. If two or more questions ask for the same information, the committee will choose the best stated question. (In playing the game, pupils' answers will be counted correct if the information is right although not in the exact words the writer used.)

#### PLAYING THE GAME

Divide your class into two teams or groups. (If the class is small, each pupil may play alone.) Turn the questions face down on the teacher's desk. The teacher may read the questions, or you may have a pupil be the reader. Plan to answer in turn. If a question is answered, the player receives 5 points for his team (or himself). If he fails to answer the question and it is answered by a member of the other team, that player receives 10 points for his team. If for any reason the second player is unable to answer the question, double the number of points each time the question is repeated until the points are won by a player.

When an even number of turns has been had by each player on each team, the team (or player) having the most points is the winner.

## 6. SPAIN AND PORTUGAL

*Spain and Portugal form the Iberian Peninsula.* Look at the map on page 268 and see this famous peninsula. Children sometimes say that a peninsula is a "long neck stretching out to sea (sea)." This peninsula stretches out between the Mediterranean Sea and the Atlantic. It almost touches Africa. How narrow the Strait of Gibraltar is! There is a great rock at this point, called the Rock of Gibraltar. Have you seen pictures of it in magazines? As the people sailed westward through the Mediterranean, they came to this strait. They saw the great rock standing like a small mountain. Many were afraid to go beyond it.

We have read how the Phoenician traders found their way to this peninsula. The people they found there were called Iberians. So to this day we speak of the Iberian Peninsula. During the wars between Rome and Carthage, the Iberians moved away from the Mediterranean coast. They did not want to get into a war. That was many centuries ago. What became of them? It is believed that the people called Basques, who still live in Spain, are their descendants. They live in provinces in the northern part of Spain, near the Bay of Biscay. Some live across the border in France. They speak their own language, which is neither French nor Spanish. They have their own customs, dress, dances, and strange musical instruments.

As we look at the map we see that Portugal appears to be a province of Spain, but it is not. It is an independent country and has a fine location. Great rivers flow through it, and important ports are at the mouths of these rivers. The people of Spain and Portugal have been good neighbors for many years. Their languages are similar in some ways, and most of the people have the same religion.

*Ancient explorers visited Spain.* The Phoenicians and, later, the Romans pushed westward into Spain. Trading centers be-

SPAIN AND PORTUGAL, the Iberian Peninsula, a part of the European continent.



came colonies. The warm climate was inviting and the colonies grew. For several centuries Spain was ruled by the Romans as a part of the Roman Empire. Then came the invasion of the barbarians from the north. They invaded Spain much as they invaded Italy and France, and finally the Vandals and the Goths conquered the Iberian Peninsula. They had great influence upon life in Spain.

#### THE MOORS' CONQUEST OF SPAIN

Later the Moors from Africa came. They were dark-skinned fighters, ready for adventure. They were of the Mohammedan religion and eager to fight the Christians. They conquered the people and ruled for several centuries. The Moors had a great influence upon the country. They had learned much from





THE ALHAMBRA, a fortress palace, built by the last Mohammedan rulers of Spain, is the greatest piece of Moorish architecture in Spain. (*Photograph by Burton Holmes from Ewing Galloway.*)

the Arabs, the Greeks, and the Romans. They taught the people of Europe how to do better farming. Seeds and plants were brought from Asia, Africa, Greece, and Rome. Cotton, rice, sugar cane, grains, and fruits could be grown well in Spain and Portugal.

*The Moors taught arts and trades to the people of Spain and Portugal.* They knew how to spin, weave, and make leather. New styles of buildings were introduced by them. They were great fighters but they were also great builders. Thus we again see how culture was moving westward. The Moors started schools and universities so that the leaders might be well educated. There was a school beside nearly every mosque. The

Moors loved music and invented musical instruments. This interest in music has continued through all the years, and most Spaniards and Portuguese today enjoy singing and playing musical instruments.

Portugal was at first a part of Spain but it later became an independent country. By the time Columbus and the other great explorers were ready to sail, it was a nation. Both Portugal and Spain were Christian countries, but they were influenced in many ways by the Mohammedans.

*Great explorers went out from Spain and Portugal.* We have read how Columbus sailed from Spain and that Prince Henry of Portugal had a school for navigators. Young navigators watched the ships come out of the Mediterranean and pass through the Strait of Gibraltar. There were western ports from which to sail. Trade could be carried on by land with most European countries, to obtain supplies for expeditions. Do you see what a good position Spain and Portugal had for exploration? How do you explain it?

#### WAR BETWEEN ENGLAND AND SPAIN

Spain was larger than Portugal, but they were friendly countries. The rulers were usually related and so they worked together. Spain and England became great rivals in trade. Each tried to get control of the best parts of America. Spain wished also to have a large empire in western Europe. She had worked her way northward and gained control over the Dutch. Of course, the proud Dutch did not like this and so it was a simple matter for England to encourage the Dutch to revolt. This they did, and soon Spain and England were at war.

Spain built a great fleet of naval ships which she called the *Invincible Armada*. She sent this great Invincible Armada to attack England (1588). The plan was to destroy the English fleet. The English, however, were also good sailors and fighters



and were ready for the battle. The small English ships would dart in to attack and then dash away. As the fight went on, a terrible storm arose which wrecked many of the Spanish ships, and Spain was defeated. No longer threatened by the Spanish navy, England now felt safe and steadily gained in power.

*Climate and soils influence the life of Spain.* We know that Spain is far enough south to have a warm climate. The regions near the sea are low and fertile. In the central parts are hills and mountains where the soil is poor. There is good agriculture in the lowlands, and there are grazing lands and wonderful mines in the mountains.

*Spain has rich mineral deposits.* Iron and coal, mined in the northern part, are useful in many industries. Great amounts of iron ore are exported to England and to other countries. The Spanish have not learned to build great steel industries as have some other nations. They export the iron ore and import manufactured iron and steel. Other important minerals are copper, zinc, cobalt, quicksilver, sulphur, and phosphites. But what of the soils and climate? What do they produce?

#### FARMING IN SPAIN

*Agriculture is important in Spain.* There are rich lands near the coast where there is plenty of rainfall. The central part of the country is mountainous and dry, with a climate that is cold in winter and hot in summer. Sheep and cattle graze on the mountainsides and high plateaus, but good crops cannot be produced there. The farming is in the lowlands. The lands on the eastern coast near Valencia and Murcia are rich. These are called the garden spots of Spain. Great orchards of orange trees grow there. This region is so famous that a fine kind of orange is called the "Valencia." These oranges are shipped to many countries. Lemons and dates are grown in great quantities, and to the north, near Barcelona, grapes and olives are important crops.





THE CORK OAK, a valuable source of income to the people of Spain and Portugal. Careful stripping of the bark from the tree is necessary to avoid injury to the tree. From earliest time, the Basques (*right*) have inhabited the mountains of Spain. (*Photographs by the Armstrong Cork Company and Werner Conitz from Black Star.*)

Large amounts of vegetables, such as onions, beans, lettuce, and artichokes, are grown. There are fields of corn, wheat, oats, rye, and barley. Thousands of nut trees grow in Spain to supply almonds, pecans, and walnuts to many markets. Near Murcia are great mulberry groves where silkworms feed. The silkworms furnish the raw silk to be spun and woven in the silk industry. Spain produces fine silks.

One of the strange crops of Spain is cork. It is the thick bark which grows on a cork oak tree. The bark is harvested from a tree about once in ten years. Slowly it grows again after being cut away. These trees do not die when the bark is removed. Most trees are killed if the bark is taken off, but not the cork oak tree.

#### FAMOUS CITIES IN SPAIN AND PORTUGAL

*Lisbon is an important city in Portugal.* Let us, in our imagination, visit it. Lisbon is the capital of Portugal and is a seaport

at the mouth of the Tagus River. The mouth of the river is narrow, but about seven miles from the sea it widens into a beautiful tidal lake and harbor. The old part of the city has narrow and crooked streets and is built on the hills above the river. The new part has broad streets which are well kept. The finest of all is the Avenue of Liberty which is three hundred feet wide and a mile long. Points of interest in Lisbon are the royal palaces, the old Moorish cathedral, and many churches.

Lisbon is a center for the manufacture of cotton textiles and gold and silver wares. Wine, oil, cork, fruit, and fish are exported. It is a colorful city with strange mixtures of the old and new. Fashionably dressed ladies pass sturdy fishwives who carry dripping trays of fish on their heads. Donkeys and motorcars travel side by side. Since the city is built in terraces, there are elevators to carry people from one level to another.

*Spain has many interesting cities.* Seville is an old city of Spain, located on the Guadalquivir River. The streets are winding and narrow, and the houses are built around open courts. In these courts or *patios* are lovely flowers and shrubs. Malaga is on the Mediterranean coast. It is a great wine city. Malaga wines are popular in all parts of the world. Cadiz, west of the Strait of Gibraltar, was a great port for early traders. Ships bringing gold, silver, and jewels from America in early days came to Cadiz. Barcelona has a population of over a million people. It is Spain's greatest industrial city. It has a fine harbor and is one of the great ports of the Mediterranean.

*Madrid is both the capital and the largest city.* It is built on a plateau near the center of the country, where there is little rain. Winds which are hot in summer and cold in winter sweep over it. The climate is not pleasant. There are broad streets and some fine buildings. The city has a large university, the Royal Museum, and a national library.

A very popular building in Madrid is the Plaza de Toros.

This is where the bullfights are held. Bullfighting is the great national sport, which is as popular in Spain as baseball is in America. Madrid is the world's center for this sport. Matadors, or bullfighters, hope to appear in this arena, and when they do they consider it the highest honor they can attain.

Thousands of people come to see and applaud these fights, for they are gala occasions in the life of Spain. Bulls have been bred for this purpose for many years. They are large, strong, and very active. The matador is well trained. As he appears in the arena he steps as lightly as a toe dancer. He carries his sharp sword and red cape. As the bull is teased by the flash of the cape, the great crowd becomes very quiet. The matador holds the cape to one side. The bull rushes by as the man steps out of his path. Again and again the matador flashes the cape and steps aside. At last, just at the right moment, he thrusts the sword and the bull falls. Bullfighting is a dangerous sport but it has been popular in Spain for many years.

*The people of Spain love exciting amusements.* We have seen how they like bullfights. Their music is lively and thrilling. Spanish dances are full of quick action. Dancers whirl and bow. They stamp their feet in time with the music and often click castanets as they dance. On holidays Spanish women wear bright costumes, carry flowers, and laugh and chatter as they gather. Jewelry is worn—great bracelets, rings, decorations in the hair, and earrings. Many of the women are beautiful, with their black hair and olive skin. They are graceful in their movements and seem always to enjoy a festival.

#### VELÁSQUEZ, A GREAT PAINTER

*The Spanish people are interested in art.* They are particularly fond of bright colors. This is seen in their dress and the use of flowers and decorations. Some of the great paintings of the world are Spanish. Perhaps their greatest painter was Velásquez.





MAIDS OF HONOR, one of the famous paintings of Velásquez, court painter to Philip IV of Spain. It shows the little Infanta Margarita, accompanied by two maids of honor. Velásquez himself is standing before the canvas (*left*).

He was born in Seville the same year (1599) that Van Dyck was born in Antwerp. Each was to become famous in painting.

Velásquez was so skillful in painting portraits that it is said "his men and women seem to breathe." His ability was so great that he has been called "the painter's painter." One of his famous paintings, "Christ at Emmaus," is in the Metropolitan Museum, New York City. Thousands of prints have been made of this famous picture. You may have seen a copy. Some of his other famous pictures are: "Woman Sewing," "The Spinners," "The Maids of Honor," and the "Surrender of Breda." The latter shows King Philip IV of Spain, a great friend of Velásquez. The King made him a Spanish nobleman.

*The Iberian Peninsula is important to many countries.* Look at the map again. See how all ships passing through the Mediterranean must pass near the peninsula. Ships sailing down the African coast must pass this way. Gibraltar is a natural fortress which England has held for over two hundred years. Spain has resented this, but Gibraltar has remained in British hands.

Spain and Portugal have a proud record in early explorations. The Spaniards have had a great influence upon the New World in customs, language, and religion—particularly in Mexico and South and Central America. They have even had an influence on the southwestern part of the United States, which they at one time occupied. Can you explain how? The influence of Portugal has been largely upon Brazil. Do you know why?

#### THINGS TO TALK OR WRITE ABOUT

1. Where did the Spanish peninsula get its name?
2. Who are the Basques?
3. To what empire did what is now Spain first belong?
4. What influences did the Moors leave in Spain and Portugal?
5. California is said to have a Mediterranean climate like that of Spain. How do their products compare?
6. What very important product does England import from Spain?
7. What tree of Spain does not die when the bark is removed?



8. What reasons are given for the climate of Madrid?

In the early days was it an advantage to have Madrid located inland?

Decide with your class whether or not it is an advantage to have inland capitals today.

### INTERESTING THINGS TO DO

1. Originate a game of WHO, using the names of famous people mentioned in this unit.

2. Plant some Dutch bulbs in pots for your room, or make plans to beautify your school grounds.

You may wish to invite a good gardener in your community to tell you about the planting and care of bulbs.

3. Find out what time it is in the cities mentioned in this unit when it is noon in your community. (Most globes furnish this information.)

You may wish to make an attractive chart, using clock faces showing the time in your selected cities.

4. Write the Chicago Chamber of Commerce for information concerning the building of Lake Shore Drive.

5. Issue a TRAVEL MAGAZINE. Draw or collect pictures to show places of interest. Write short articles that would make people want to visit them.

Who wrote the best article?

You may wish to write the bureaus of information kept by each country in some of our cities. Look in your teacher's magazines for addresses and watch some of the larger cities' newspapers.

6. Make a large room-length chart about the countries studied in this unit, completing the following:

EUROPEAN COUNTRIES			
Country	Approximately the size of our state of—	Three important industries	Five important products



7. Give a Christmas program on *Traditions of Christmas*.

If you do the things listed below, your program will correlate English, art, and music.

Make a shadow screen by stretching material such as old sheeting or unbleached muslin behind a discarded large picture frame. (A frame can be made.) Shellac this material and allow it to dry.

On cardboard draw small figures needed to portray a dramatization of the Christmas traditions or customs you have selected. Cut out the figures and tack to small sticks about the size of a ruler.

Place the picture frame where it can be viewed from the audience. Draw the curtains to the edges of the picture frame, or place screens so that the pupils moving the figures cannot be seen by the audience.

The cardboard figures are moved along the bottom of the picture-frame theater by the pupils. An electric light, a flashlight, or some other light is held behind the helpers. The cardboard figures cast shadows on the screen, picturing the story.

The unseen pupils may say the parts, or a reader may read or tell the story, and the shadow pictures dramatize it without other words.

You may wish to add carols to your program.

### BOOKS YOU WILL LIKE TO READ

Barringer, Marie. *Four and Lean*. New York: Doubleday, Doran & Co., 1938 (very easy). Illustrated. Story about a vacation in the Black Forest.

Bemelmans, Ludwig. *Hansi*. New York: Viking Press, 1934 (very easy). Illustrated. Tells about life in an Austrian village.

Brann, Esther. *Nanette of the Wooden Shoes*. New York: Macmillan Co., 1933 (very easy). Illustrated. Life in a Brittany village told in story form.

Carpenter, Frances. *Tales of a Swiss Grandmother*. New York: Doubleday, Doran & Co., 1940 (fairly easy). Illustrated. Delightful stories from Swiss history and folklore.

Troelstra, M. S. *Afke's Ten*. Philadelphia: J. B. Lippincott Co., 1939 (very easy). Illustrated. Describes home life in the Netherlands.

## U N I T   V I

### *The British Commonwealth of Nations*

"The sun never sets on the British flag." This is an old saying which you may have heard before. British people have been very proud of it. What does it mean? Simply this: that British lands are located all around the world. As the earth turns on its axis, there is always some British land in the sunlight. The British Commonwealth of Nations is so large that it reaches around the world. It is a mighty power. The people in the United States should learn more about it. What does this great Commonwealth mean to us? How did it grow up? Why is it made of so many parts? Let us see.

For many years this great power was called the British Empire. One part is called the mother country. The mother country is the United Kingdom of Great Britain and Northern Ireland in the British Isles. It does not include Eire, which was once called the Irish Free State. Even today we often call it Ireland. There are five great dominions in the British Commonwealth of Nations—Australia, Canada, India, New Zealand, and the Union of South Africa. Each has its own government and is an independent country, but they all work together in the British Commonwealth of Nations.

Other important parts of it are British South Africa and many other provinces and islands. It has a total population of over half a billion people. All parts have been greatly influenced by England. We shall learn much about this British Common-

wealth of Nations as we read about each part. We shall learn about Canada in a later unit.

## 1. BRITISH ISLES

*The British Isles are the heart of a great commonwealth.* They are the headquarters of this world-wide organization of dominions and provinces. London is the great capital city of all of them, when they work together. The British Isles are two large islands, called Great Britain and Ireland, and a number of small islands. On the largest island are England, Scotland, and Wales. The northern part of Ireland is still united with England, Scotland, and Wales. The southern part—Eire—is, as has been said, independent. The people on these islands have built the British Commonwealth of Nations. For many years it was called the British Empire. This is no longer the true name but it is sometimes used.

### THE STORY OF THE INVASIONS OF ENGLAND

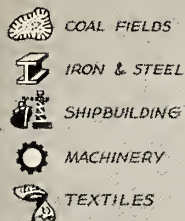
*England has been important for centuries.* The Phoenicians found their way to Britain, and after them came the Carthaginians and the Romans. The British Isles were rich in tin, silver, and lead. Cattle grazed on the slopes, and grain grew in the valleys. Invading armies of Julius Caesar took this grain and meat for food. The valuable metals were taken and used in trade. The Romans visited England before the birth of Christ. This is another part of the movement to the west. Do you see how the people keep working westward? How do you explain this?

The written history of Britain begins with Julius Caesar's story of his invasion of that island. It is believed that the Celts crossed over from Europe about a thousand years before this. At any rate, there were people in Britain before Caesar arrived. It was probably inhabited even before the Celts came. The Celts had a better civilization and soon were in power. Many of



# The BRITISH ISLES

Miles  
0 25 50 100 150



THE BRITISH ISLES. The map shows the location of the coal fields and basic industries. Note the names of the waters surrounding the islands.

the Scotch, Irish, and Welsh are descendants of these Celts. The Celts were called Gauls in France, but they were called Britons when they settled on the islands.

*About a hundred years after Caesar's invasion of England, the Romans came again with greater armies.* This time the island was conquered. Walls were built about camps or cities after the Roman plan. Their camps became cities. The Latin word *castra* means camp. Some cities in Britain still have this word in their names. We think of Chester, Manchester, and Lancaster. The camps were placed at convenient points, such as London on the river Thames. The river is wide at this point. London was first called Lyndin. *Lyn* meant pool and *din* meant hill or fort. Lyndin—later London—began as a settlement and fort. Other English cities began as camps or forts in much the same way as did London.

*At last the Roman armies were withdrawn, but still there was fighting.* The Picts and Scots came down from the north. They raided prosperous farms and settlements in southern England. The Britons were unable to defend themselves against these invaders, so they asked the Teutons in Europe for help. Two tribes of Teutons, the Angles and Saxons, came (in the fifth century). They were great fighters and soon drove out the Picts and Scots. Since they were given land as pay for their fighting, they settled down, driving the Britons westward to the part now called Wales. The Angles and Saxons remained strong and founded *Angleland*, which is now called England. The word Saxon is found in such names as Sussex, Middlesex, and Essex (South Saxons, Middle Saxons, and East Saxons).

*Then came the Vikings.* These hardy Norsemen attacked Angleland. They were rough pirates under the king of Denmark. These powerful fighters swooped down on the coast in their sturdy boats. Everyone feared them. At first they came to plunder, but when they saw how good the land was they wanted

to settle down. When the Norsemen or Danes were threatening to occupy all the country, Alfred the Great came into power (about 850). He had only a small kingdom but united other kingdoms with his own. His armies were very powerful. They were really a match for the fighting Danes. At last the Danes agreed to become Christians and settle in northeastern England.

*Alfred now became even stronger as a leader.* He kept on uniting small kingdoms, showing the people how they could work together. He encouraged them to build good ships for trade and defense. The descendants of the Vikings were as strong in defense as their fathers were in attack. King Alfred built schools and churches. Since he was just and honest, the people believed in him and followed his leadership. He was really a great leader and is the only British ruler ever to be called "the Great." But the fighting was not over!

*More than a century later William the Conqueror, Duke of Normandy, came to England with a strong army of French noblemen and soldiers.* They were mounted on horses. This was a new idea to the English—as new as the atomic bomb was to the Japanese. The English under King Harold were on foot and had little armor. William the Conqueror was more than a match for Harold as they met at Hastings near London. Here they fought the famous Battle of Hastings in 1066, and William was the "Conqueror." He rode into London on Christmas Day. His great campaign has been called the Norman Conquest. It changed the life in England in many ways.

William appointed *sheriffs* to arrest anyone thought to be guilty of a crime. He believed in law and order, but his rule was fair. When a man was arrested he could have a trial by jury. This plan was so satisfactory that we have such jury trials in both England and America to this day. These ideas moved from France to England, and then later the English colonists brought them to America. This culture, or way of life, was moving west-



ward. It was a plan to protect human rights. It helped people to cooperate with each other.

For many years the noblemen from Normandy spoke Norman-French, but they slowly learned to speak English. This was necessary to give orders to their workers. The language became a mixture of Norman-French and old English. Thus even the language of England was changed. Do you see how the English gained words from the French, the Latin (Romans), and from the Angles and Saxons? If you look up words in the dictionary you will find these languages mentioned. The word *kitchen* comes from the Anglo-Saxon; *plate*, from the French; *clang*, from the Latin. Can you mention other English words that came from foreign words, or find them in the dictionary? We Americans inherit these words from the English.

The Normans also brought the idea of feudalism and the idea of chivalry to England. We have already learned about feudalism on the Continent. The head of a large estate was known as a baron. The people who worked the land were really serfs.

*The Norman Invasion was the last invasion of Britain, for Britain had now become strong.* English people remembered this when the Germans were threatening to invade England in World War II. England had not been invaded for nearly nine hundred years. What a record! They were determined to keep out the Germans—and they did. England simply would not go down to defeat!

#### NATURAL RESOURCES OF THE BRITISH ISLES

*There are great natural resources in the British Isles.* Perhaps the greatest of the resources are the soil and the climate. Ireland is known as the Emerald Isle because of the lovely green grass and other plants. Most of England, too, is always green. There are important minerals such as iron, coal, clay, copper, zinc, tin,



THE IVY-COVERED ENGLISH COTTAGE, with its thatched roof and tiny garden, found in many parts of rural England, adds charm to the English landscape.

salt, gypsum, and limestone. In what way have these been important in English industry? The clay has been used in making pottery and tiles. Tin, copper, and zinc have been useful in many kinds of manufacture. With a good supply of iron and coal, machines, railroads, and steamships could be built.

The good soil produces crops for food—grains, vegetables, and fruits. The grazing lands produce meats, wool, hides, and dairy products. Surely the British Isles are rich in natural resources. Almost as important are the harbors. Look at the map closely. Do you see irregular coast lines? These are useful to shipping. Some harbors are large and some are small. In one place there may be only small fishing boats, while in other harbors there are to be found the largest ships afloat.





THE TOWER OF LONDON AND TOWER BRIDGE. The Tower is one of the oldest fortresses in the world. Today, however, it is simply a museum.





- This scene, one of the most historic in all London, brings to mind important people such as Queen Elizabeth and Sir Walter Raleigh.

The climate in the British Isles is much warmer than that of North America in the same latitude. The winds blowing across the Gulf Stream and the North Atlantic Drift are warmed. They bring mild climate and plenty of moisture to Britain. This means that agriculture is very important in these islands.

Most of the crops can be used directly as food, such as vegetables for immediate use, or grain which can be ground for flour. Some crops, such as grains and hay, may be grown for dairy and beef cattle. Most of the farms are small but well kept. As one drives through the country he sees the fields carefully tilled. Some are almost like gardens. Meadows reaching down to a stream make a lovely picture. Even by very careful farming, England cannot produce enough food. This means that industries must produce manufactured goods to be exchanged for food.

*There are many small villages in the farming regions.* There are neat little cottages—often built of stone and sometimes covered by a thatched roof. Beside nearly every cottage will be a well-kept garden where both vegetables and flowers are grown. The English are famous for their beautiful gardens. No matter how small the cottage, there will be a few flowers and a tiny green lawn. These attractive homes show that the English take pride in their communities.

*Fishing is important in Britain.* It is next to agriculture in producing food. Since the islands are not large, the fresh fish can be sent quickly to any market. There are fishing ports all along the coast. Some are little villages, others are important cities. The greatest fishing ports are Aberdeen (Scotland), Hull, Grimsby, and Lowestoft.

*The British Isles are steppingstones between Europe and America.* Look at a big world map and see how this is true. Now locate Plymouth. Do you see how far west it is? The Pilgrims sailed from this port in 1620 and then named the spot





GUARDS OF THE TOWER OF LONDON wear scarlet and gold uniforms designed in the sixteenth century. They are carrying the King's Maundy Money (special coins made for charity), a traditional ceremony in London. (*Photograph by British Information Services.*)

where they landed in America, Plymouth. Today many of the great passenger liners—United States, French, Dutch, German, and Swedish—stop at English ports. People going to Europe may stop at Plymouth or Southampton. People coming to America embark at these ports. The British Isles are really steppingstones between Europe and America.

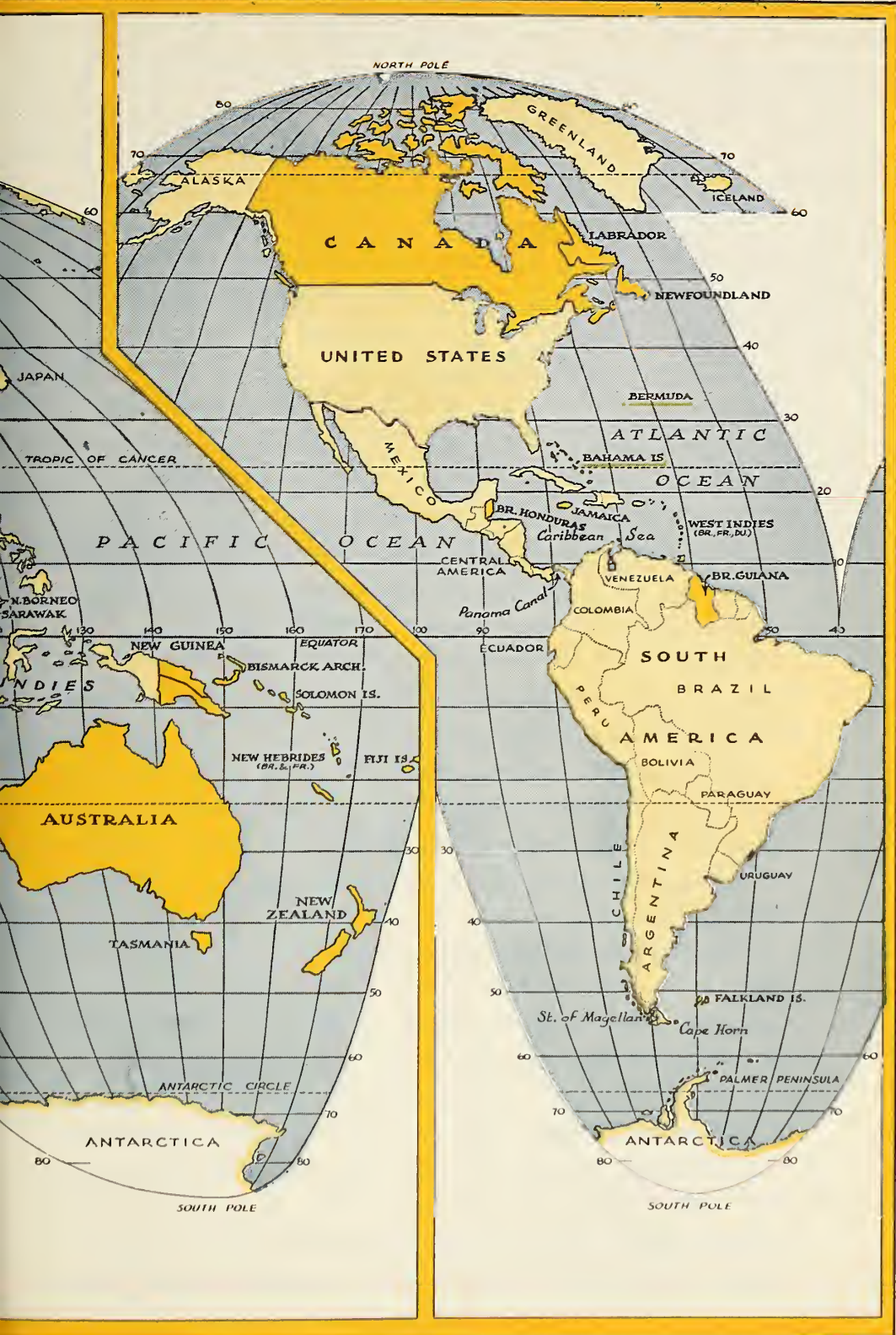
#### SIGHTSEEING IN LONDON

Let us travel about this country in our imagination. And where is a better place to begin than London? London is one of the largest cities in the world. There are over eight million people in this great spreading city. We already know that it is a





BRITISH COMMONWEALTH OF NATIONS shown on a map of the world.  
The map represents the round surface of the earth pictured on a flat



surface in its true relationships. Note that some part of each Continent belongs to the British Commonwealth.



very old city and that it had to grow from a little camp to what it is today. We know that it is on the Thames River. There are scores of docks along the river where one can see cargoes loaded and unloaded every day. The ships bring goods from every part of the world. Then they are loaded with British goods and off they go to Africa, Asia, the Americas, Australia, and of course, to other countries in Europe.

Among the first things we see in London are the bridges along the Thames. Ever since you were in kindergarten you have played and talked about London Bridge falling down. London Bridge is a little way above Tower Bridge. Tower Bridge is near the famous old Tower of London.

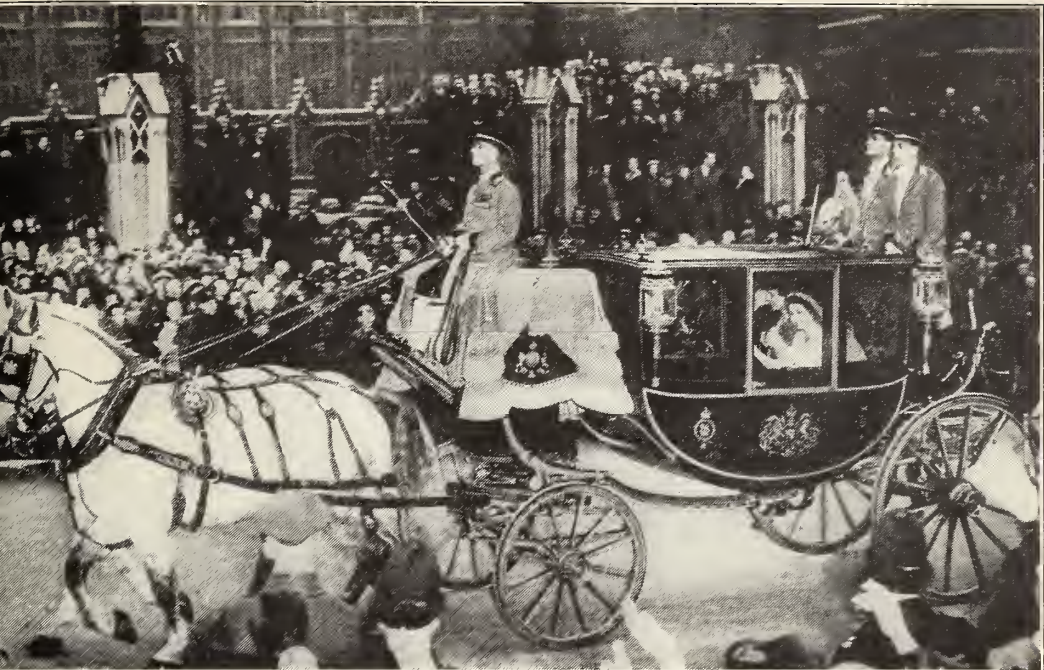
This tower is an old fortress and prison. Part of it was built before the time of William the Conqueror. In it are kept the *crown jewels* which are worn by the king and queen. These include the royal crowns and scepters. They are taken out and worn only on state occasions, but visitors are allowed to see them in the Tower.

Up the river is another famous but happier tower. It is the tower on the Parliament Building. In it is the great clock known as "Big Ben." This clock is so famous that it has been "put on the air" many times. In this way people all over the world have heard it strike.

*The English Parliament is something like our Congress.* There are two Houses—the House of Lords and the House of Commons. These bodies make the laws of Britain and discuss the needs of the government. Visitors may sit in the galleries and hear the speeches. One strange privilege of an M.P. (Member of Parliament) is that he may wear his hat while in the session. One will sometimes see a member sitting in great dignity wearing his hat while a debate is on!

The members of the House of Commons are elected by the people. The members of the House of Lords are lords and





PRINCESS ELIZABETH and Philip Mountbatten driving through Parliament Square on their way to Buckingham Palace after their marriage. (Photograph by British Information Services.)

bishops who have been given their titles by authority of the crown. The House of Commons has much more real power than the House of Lords. The prime minister is always a member of the House of Commons. He is called the head of the government. His duties are somewhat like those of our President. Now where shall we turn? Let us visit Westminster.

It is just a little way from the Parliament Buildings to Westminster Abbey. In this famous church the kings are crowned by the Archbishop of Canterbury.

*Buckingham Palace is the London home of the king.* It is beautifully located, and London visitors are usually interested in seeing it. They are not allowed to enter the grounds except by very special invitation. The home of the prime minister is a plain building at 10 Downing Street. People in England speak of "10 Downing Street" as we speak of the "White House."

There are hundreds of interesting places in London, with its many streets. A famous spot is Piccadilly Circus, but it is not

a circus with clowns and elephants. Piccadilly is a funny word, and this "Circus" means what we in America call a "square." It is a place where several streets come together and is one of the busiest spots in London.

#### OTHER POINTS OF INTEREST IN THE BRITISH ISLES

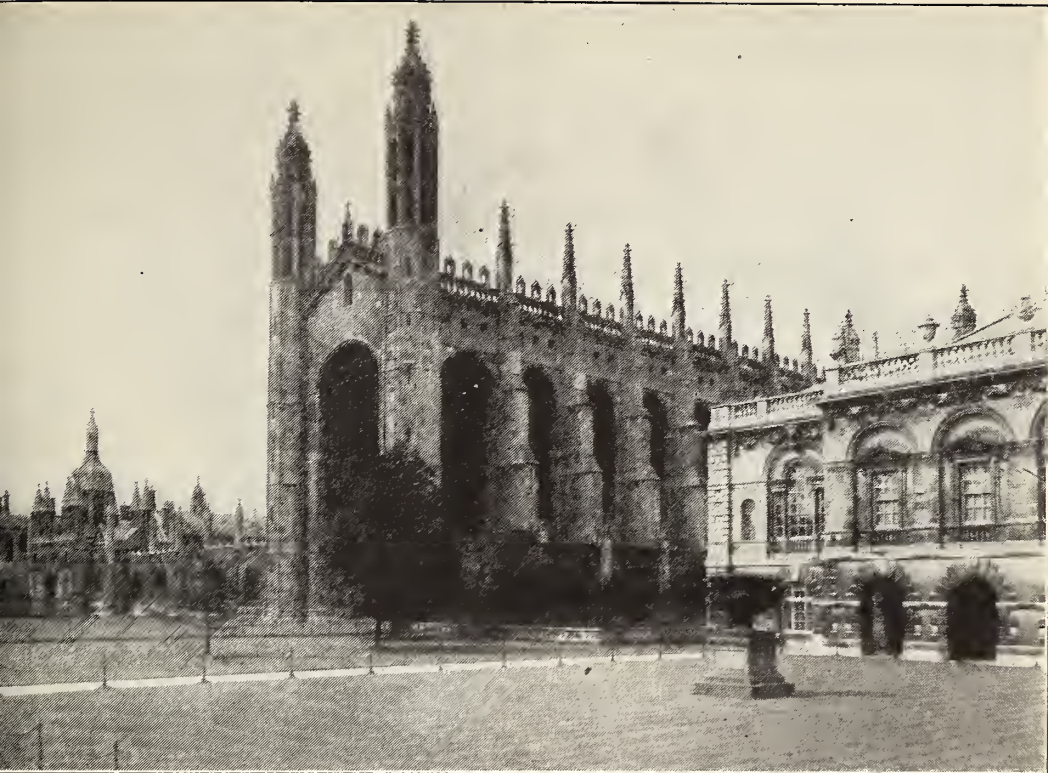
*Let's leave London.* Now for a hop, skip and jump in our traveling imagination. First, there is Stratford-on-Avon. This was the town of William Shakespeare, the greatest of English writers. Not far away is a famous university on the banks of the Cam River. Since the town was built near a bridge it was called Cambridge and its university, Cambridge University. Oxford University, the oldest in all England, is in the small city of Oxford. These are England's most famous universities. There are many other great universities, colleges, and famous schools.

We cannot visit all the cities but we must see Glasgow, Scotland, which is next in size to London, the largest city in the British Isles. Located on the Clyde River, Glasgow builds more ships than any other city in the world. To the east of Glasgow (look at the map) is the beautiful city of Edinburgh, the second city of Scotland and its capital. Near it is Balmoral Castle, where the king and queen of Great Britain spend some time each year. Perhaps the most interesting spot in the city is Edinburgh Castle, built high on a great rock. It has been a fortress for many, many years. Not far from it is the famous University of Edinburgh. In the park below is a fine statue of Sir Walter Scott, the famous writer of stories.

#### INDUSTRIES IN ENGLAND

*England used to make goods by hand, but after the steam engine was invented more and more of them were made by machine.* We have learned that England has iron and coal for industry and that the shoreline aids shipping. For many years





CAMBRIDGE, second oldest of English universities. Shown are the Chapel and the Fellows' Building of King's College, begun in 1440 by Henry VI. *(Photograph by Ewing Galloway.)*

industries in England were simple. Most goods were made by hand. A wagon wheel was made by a wheelwright who carved and fitted each spoke. The tailors had no sewing machines. Knives and scissors were made in small shops. Then came the steam engine. James Watt discovered a way to make the steam engine a mighty power which could drive machinery. He and others started a factory run by steam. This was in 1774, just before the American Revolution.

Once started, the factory idea spread. England built hundreds of factories and rapidly became the leader in industries. Raw materials were brought from all over the world. They were manufactured into goods which were shipped and sold at a profit. Soon Britain was the richest and most powerful of nations. Englishmen, traveling all over the world, brought back not only



goods but ideas. And remember that ideas are often worth more than goods.

*The change from making goods by hand to making them by machine is called the Industrial Revolution.* The Industrial Revolution began in England but it soon spread to other countries in Europe and even to America. Machines could produce several times as many watches, yards of cloth, shoes, and other articles as had previously been made by hand.

In more recent years, machine production has been started in Asia. Japan, especially, began to manufacture a great many articles by machines. In the future, China and other parts of Asia will probably use an increasing number of machines in making their goods. The use of machines has lowered prices, increased trade, and raised the standard of living in many countries.

#### OUR HERITAGE FROM ENGLAND

*England gave us our language.* We of the United States are an English-speaking country although we have many words and expressions which differ from those used by the English people. The English housewife goes to a store to buy a *reel of cotton* while the American housewife asks for a *spool of thread*. They mean the same thing, but the words are different. Americans take a *vacation of two weeks*. The English go on *holiday for a fortnight*. American men wear *suspenders*, but Englishmen call them *braces*. The English go to the *cinema* and use *petrol* for their automobiles. Americans go to the *movies* and buy *gas* for their cars. Do you see how the language used in England differs somewhat from ours, and yet we can understand it?

Many of the stories we read were first published in England. The Mother Goose rhymes, first printed in English, came from England. Dickens, an English writer, wrote the famous *Christmas Carol*. *Alice in Wonderland* was written by a professor of



are ferrets! Where can I have dropped them, I wonder?" Alice guessed in a moment that it was looking for the nosegay and the pair of white kid gloves, and she began hunting for them, but they were now nowhere to be seen—everything seemed to have changed since her swim on the pool, and her walk along the river-bank with its fringe of rushes and forget-me-nots, and the glass table and the little door had vanished.



Soon the rabbit noticed Alice, as she stood looking curiously about her, and at once said in a quick angry tone, "why, starry Anr! what are you doing out here? Go home this moment, and look on my dressing-table for my gloves and nosegay, and fetch them here, as quick as you can run, do you hear?" and Alice was so much frightened that she ran off at once, without

33

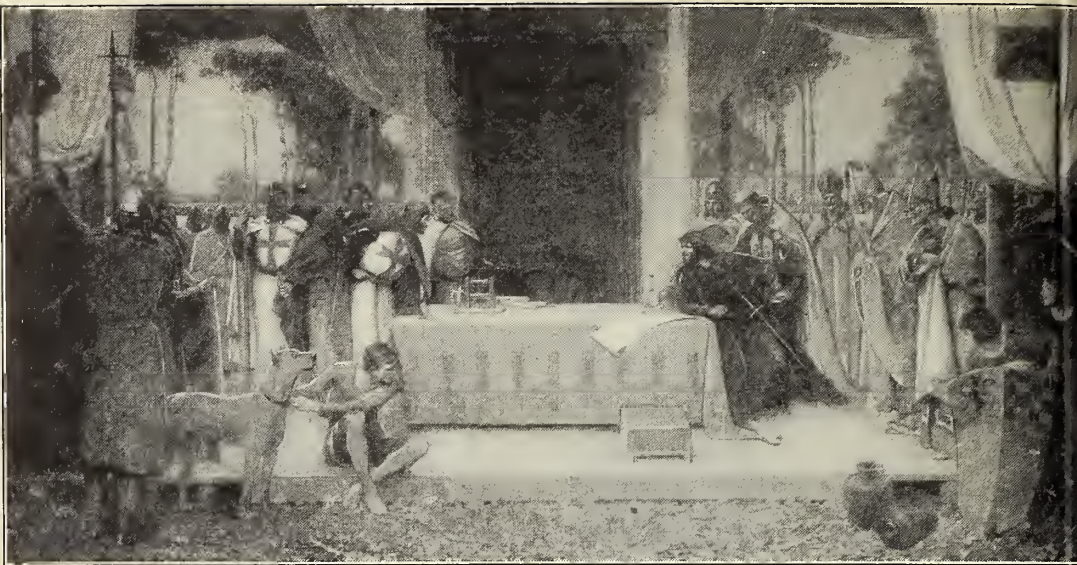
ALICE IN WONDERLAND, Lewis Carroll's immortal story, has delighted countless people. (Left) Alice is shown with Humpty Dumpty in a recent play; (right) a page of manuscript showing the author's drawing of Alice. (Photographs by Golby and Library of Congress.)

mathematics in an English university. His real name was Charles Dodgson. As an author he was called Lewis Carroll. Can you think of other English stories or English sayings?

*We have learned many important things from the English people.* One is their great love of liberty and justice. They have long believed that the people should have a part in their own government. They have opposed cruel rulers who have denied them their rights.

More than five centuries before we adopted our Constitution, they forced their King John to sign the Magna Charta (meaning Great Charter). King John was cruel and really a dictator. The people demanded that he sign this Great Charter. In it were over sixty *rights* which the people believed they should have. So, in 1215, they forced him to sign it. This Magna Charta gave





THE MAGNA CHARTA is one of the world's most famous documents. Painting by Albert Herter in the Capitol at Madison, Wisconsin, shows King John signing the document. (*Courtesy of George B. Post and Sons.*)

freemen the right to trial by jury, to decide what their taxes should be, and the right to be governed by their own consent. Many of these ideas are in our own Constitution and laws. Many of our laws are much like those of England.

England had started colonies in North America. The people who went to these colonies lived much as they had lived in England. They spoke the same language and had the same customs. The laws were much the same. English tradesmen—shoemakers, tailors, carpenters, shipbuilders, tanners, and silversmiths—came to America. All these things and a thousand others made American life very similar to that of England.

Many of our early houses were like English houses. The English had fireplaces, and we built fireplaces. The tables, chairs, table linens, and silver were much the same in the two countries. Many of our social customs are like those of the English. We and the English introduce people, invite guests, and entertain them in about the same way.

Our ways of doing business are similar to those of England. Our banks are much like theirs. So are our newspapers and



books. We keep records of lands and property as they do. Thus we have been much like the English for many years..

The English love the theater and plays. English plays are often given in America. We read English books, stories, and poems. Many old English ballads or songs have been brought to America, and we still sing them. Hymns sung in English churches have been used in our services. Many of the same games are played in England and the United States, such as tennis and children's games for the playground. Do you see how the ideas of English people came to America? We have received many good ideas from other countries, too, but probably we have received more from England than from any other country. For centuries ideas have traveled westward. The Romans had carried their ideas to England. Have our ideas traveled westward to Japan and China? How important is it for ideas to travel from one country to another?

*We have both worked and quarreled with Britain.* Good friends, and even brothers and sisters, may quarrel with each other. In this respect, nations are like people. Sometimes they quarrel with each other and then become friends. That is the way it has been with England and the United States. We have been in two wars against England. The first, called the American Revolution, began in 1775 and lasted about seven years. The king of England and his leaders were unjust to the American colonies. The colonists were forced to pay heavy taxes and had little to say about how they were to be governed. The result was the Revolutionary War. Later, in 1812, we were at war again with England. This was because England had been unfair to our seamen. But we have now been at peace for over a hundred years. We find it much better to work together than to fight each other. What do you think about it?

After the American Revolution we became an independent nation and had our own government. Our new government of



GIBRALTAR, the key to the Mediterranean, has been held by the British since 1783. Great sums of money and much labor were required to fortify this massive rock. (*Photograph by British Information Services.*)

the United States was still somewhat like that of England. We had a Senate in place of the House of Lords. We had a House of Representatives instead of a House of Commons. But we did not have a king.

*There are British lands in all parts of the world.* Look carefully at the map on pages 290–291. This shows the British Commonwealth of Nations. Do you see that some part of every continent is British? We see first the great parts, such as Canada, India, and Australia. But as we look closely we see other parts. Some are small sections of a continent, others are small islands. Some of these small parts may be very important in world trade. In time of war they may be still more important. Find the little spot called Gibraltar. Now find the little island, Malta, near Sicily. They are tiny but in World War II they were of great use to the British. Why was this? Look on a wall map for other British islands in the Indian Ocean. What of those near Australia in the Pacific Ocean?

## THINGS TO DO

1. From a large map of the world, list the lands belonging to the British Commonwealth of Nations. Note date of map. Your teacher can tell you about any recent changes.
2. Make a list of the conquerors who have invaded Britain.
3. Find how many years it was from the time Britain was last invaded up to the time of the beginning of World War II (1939).
4. Ask your teacher to read to you our Bill of Rights, the first amendments to the Constitution of the United States. Discuss the amendments and tell why you think we call them our Bill of Rights.  
Name the first Bill of Rights in England.
5. Make a list of "Our Heritages from England."
6. With the class, list as many reasons as you can think of in reply to the question, Why should the people of the British Commonwealth and the people of our country be friends?
7. Invite a veteran of World War II who was in England to tell the class about the country as he saw it.
8. Find a picture or replica of the Union Jack, the British flag.  
Decide the meaning of the following quotation and prove the fact:  
"The sun never sets on the Union Jack."  
List the favorite names we give our flag.
9. Using a piece of thin paper, trace a map of the British Isles. Note the coast line, harbors, rivers, divisions, and important cities.
10. Explain why the English had this prayer in their prayerbook: "From the fury of the Northmen, good Lord, deliver us."
11. From your library source ask for stories about Alfred the Great, a children's edition of Shakespeare, legends of King Arthur and his court, tales from Dickens, and adventures of Robin Hood.
12. Check the songs in your music book to see whether or not any are from the English.
13. Explain, "England is our mother country." Tell why we feel that we are very close friends of England.
14. Decide how the world might be different today without the discovery of James Watt.
15. Dramatize a conversation among some sailors on the wharf at London. Some are discussing their cargoes to foreign ports. Some sailors may be discussing the cargoes they brought to England.



## 2. A WHOLE CONTINENT AS ONE NATION

*Australia is the baby continent in size.* Some people think it should be called an island. It has almost the same land area as the United States. That is too big to be called an island, so we call it a continent. It is the smallest continent and the only one which is entirely south of the equator. Can you see this by looking at the map on page 291? While we are having winter in the United States, the Australians are having summer.

### THE DISCOVERY AND COLONIZATION OF AUSTRALIA

Dutch explorers discovered Australia about the time the English were making settlements in Jamestown, Virginia, and in Massachusetts. The Dutch explorers were looking for spices, silks, and gold. Since they failed to find these, they lost interest in the newly found land and did not try to start colonies.

*Many years passed before the English became interested in Australia.* Then, in 1770, Captain James Cook, British explorer, really discovered Australia. He was on a journey around the world. The ship stopped on the eastern coast where he and his crew became excited over what they discovered. Here was a land of promise, with great trees, many fruits, rich grassland, and a wonderful harbor. The present city of Sydney has grown up at this harbor. Australia—the word means “Land of the South”—was to become very important to the world.

After English colonies had been started in Australia, gold was discovered there. What a rush! People hurried to this new continent to dig gold. Some became rich in a few years at gold mining. Others went into farming or stock raising. They did not get rich so quickly but they, too, prospered. People in England liked roast beef and needed woolen clothing. Australian cattle and sheep could produce these. Australia is now the greatest wool-producing country in the world. It also produces

AUSTRALIA.  
Note the capital,  
Canberra, in the  
Federal Capital  
Territory.



wheat, barley, oats, corn, potatoes, sugar, grapes and other fruits. Gold, silver, lead, copper, iron ore, tin, and coal are plentiful. Australia is rich in natural resources.

*Let us look about this continent.* It is about the size of the United States and is divided into six states: Victoria, New South Wales, Queensland, Western Australia, South Australia, and Tasmania. Australia also has two territories: Northern Territory and Capital Territory. In the whole country there are only about seven million people, which is less than the population of New York City. Thousands of acres of land in Australia have never been seen by a white man. Sydney and Melbourne are the largest cities. Each has a population of over a million. The first English settlement was made at Sydney. Now it is a great city and seaport, with one of the finest harbors in the world.

#### THE BUSHMEN

*Who lived in Australia before the white men came?* The Bushmen. No one knows how long they have been there. We do know that they have a very low civilization. They wander through the *bush* (dry lands covered with dwarf trees and bushes) hunting for food. It is said that they will roast and eat all parts of an animal. Even snakes are eaten. They have low

intelligence and do not easily learn the ways of the white man. Missionaries have had great difficulty in converting them, but they are interesting people.

These Bushmen cut great gashes in their skin to form scars which they think add to their beauty. Often these gashes are made to form figures or patterns, something like tattooing. It is a painful process but it has become popular. The hairdress is also strange. The hair is sometimes wound about reeds and covered with a waxlike substance. In this way it can be made to stand high above the head. It gives a weird effect, but the Bushmen like it. This kind of hairdress adds much to the effect of their dances.

The Bushmen are famous for throwing the boomerang. This weapon is carefully carved from wood and is thrown with great skill. It sails through the air and then returns to the feet of the thrower. It is very useful in killing birds and small animals. For larger game a long, light spear is used. It can be used in killing large animals and in tribal fighting.

#### STRANGE ANIMALS

*Australia is the home of animals not found in many parts of the world.* Perhaps we hear most about the kangaroo. It is found in a wild state only in Australia and nearby islands. Look at the picture of the kangaroo. What a strange fellow he is! He has a small head much like that of a deer. His forelegs are small, but his hind legs and tail are enormous. What powerful jumpers those hind legs are! The kangaroo can leap three or four times his own length.

The mother carries her young in a pouch between her hind legs. When first born the young are only about an inch long. They live in the pouch about eight months. Can you imagine them peeking out at the world as the mother leaps about? She and the father live on vegetable growths. They are a pest to





THE AUSTRALIAN KANGAROO is one of the animal curiosities of the world. The joey lives in his mother's pocket. (Courtesy of Australian National Travel Association.)

farmers, for they eat and destroy important crops. The natives have long hunted them for food and for their hides.

*Another strange animal is the duckbill, which lives in the streams of Australia.* It is about twenty inches long and is covered with brown hair. It has a small head with a ducklike bill for a nose. Its nostrils are at the very end, so it can breathe with only the tip of the nose above water. Webbed feet make it a good swimmer, but it waddles as it walks. The little koala—a small native bear—spends much of its life in the trees. It is fond of honey and is roly-poly, looking much like a teddy bear.

*Many colorful birds are in the trees.* Thousands of cockatoos chatter away, and the lyre bird, with its beautiful tail, struts about in splendor. The emu, a large running bird, is also a native. It is somewhat like a small ostrich. Ostriches have been imported from Africa to stock ostrich farms. Growing ostriches for their plumes has become an important business in Australia.

#### THE RAISING OF LIVESTOCK

*There are great cattle stations in Australia.* People in the western part of the United States would call them cattle ranches.

Many of the cattle stations of Australia are larger than our cattle ranches. They are so large that people describe them in square miles rather than in acres. Why is this a better way? There is light rainfall—about twenty inches in a year—in the region of the cattle stations. This is enough to produce grass for grazing but not enough for good crops. Fortunately, artesian wells can be made in this region. As one travels about he sees these watering places for the cattle. When a deep well is drilled, the water comes bubbling out to supply all the cattle. Stockmen, assisted by Bushmen, herd the cattle to watering places and to good grazing lands.

There is no need for barns or sheds. The climate is so mild that no shelter for animals is needed. The grass grows every month of the year. Do you see why this is such a wonderful cattle country?

Queensland is the great cattle state of Australia. The cattle are driven in great herds to a railway station. Sometimes this takes several weeks, and while making the long trip, the cattle graze along the way. Sometimes there are special fattening pens near the railway station. After the cattle are fattened, they are sent by train to Brisbane or other port cities. Here in the great packing plants the meat is frozen. The hides are shipped away to be made into leather.

*Sheep raising is also important.* Sheep graze on the slopes of the eastern highlands. There are good markets for both the wool and the meat. Australia leads the world in producing wool—her most important export. Most of the sheep ranches are fenced to keep out the rabbits, which are a pest in Australia. On a great sheep station there are *riders*—men on horseback—who care for the fences. Other riders, with their clever sheep dogs, care for the sheep by herding them from one pasture to another.

The sheep and cattle stations usually include a large house for the owner and several smaller houses and buildings for the





AUSTRALIAN SHEEP. Sheep raising is one of the basic industries of Australia. This country is said to have one sixth of the world's sheep. (*Cinema and Photo Branch, Commonwealth of Australia.*)

help and for storage purposes. At the sheep station there is a great shearing shed. Here with large clippers the fleeces are quickly taken. They are bound in great bales to be shipped to spinning mills, many of them in distant countries.

*There are thousands of acres of great forests in Australia.* Most of the forests are hardwoods, but there are some pine and other softwoods. The timber is cut and hauled to sawmills by great ox teams. This great supply of lumber has been useful to Australians in building their homes, cattle and sheep stations, and factories.

*Australia is fortunate in its products.* We have already mentioned many of these. When we think how useful they all are—meat, wool, wheat, lumber, and many others—we understand



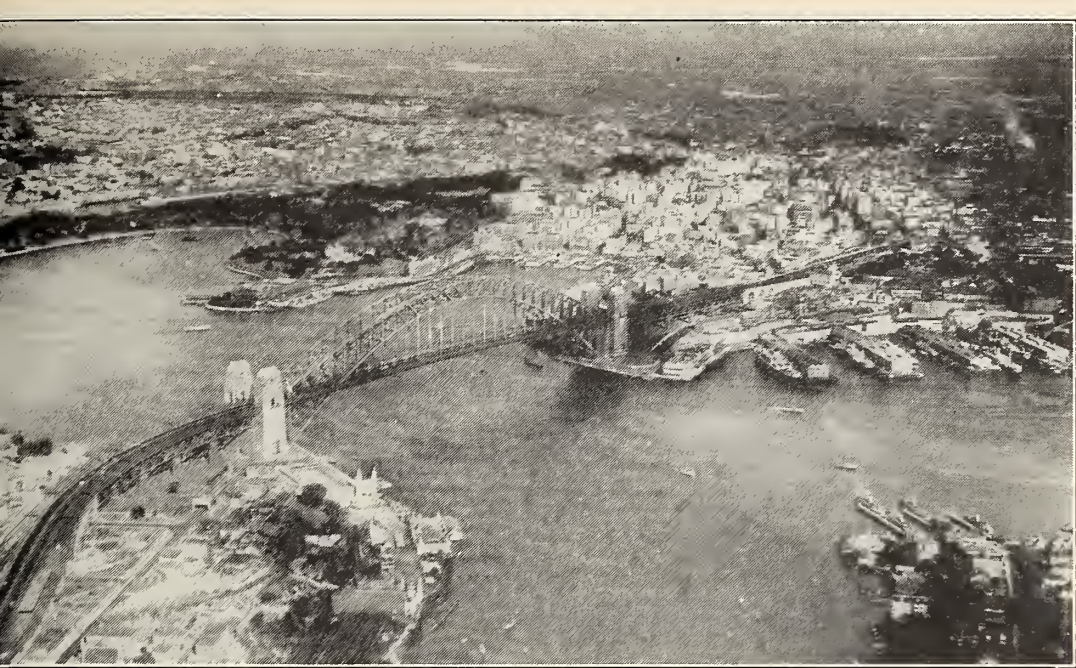


THE PARLIAMENT HOUSE AT CANBERRA, AUSTRALIA, is a beautiful modern building. The towering Australian Alps provide a lovely setting for this garden city. (*Australian News and Information Bureau.*)

this good fortune. Australia produces much cotton and sugar cane. The minerals, too, are valuable. We think of gold, silver, lead, tin, tungsten, copper, and, of course, coal. In this tropical climate many fine fruits are grown. Australia is indeed a rich country. It also has the advantage of having seasons that are opposite to those in Europe and North America. While we have winter, Australia can grow and send choice fruits and vegetables to markets north of the equator.

*There are beautiful cities in Australia.* The capital, Canberra, is a new city, about midway between Sydney and Melbourne. Each of these wanted to become the capital. They settled the matter by starting a new capital city. It has broad streets, beautiful parks, and fine government buildings.

*Australia has a good liberal government.* There are two senators from each state, and representatives are elected by



SYDNEY HARBOR, one of the finest in the world, with miles of water front and big docks for ocean liners. Across the bridge is the city business district. (*Photograph by Australian News and Information Bureau.*)

popular vote. The prime minister is the active head of the government.

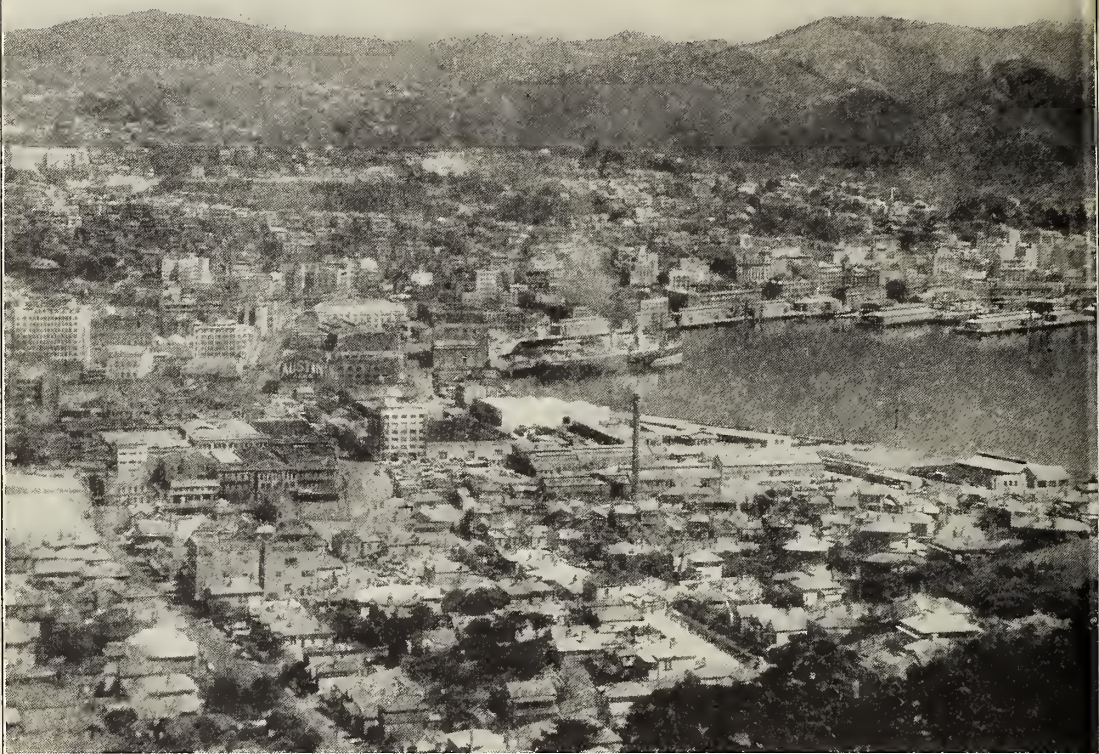
Australia is very loyal to the British Commonwealth of Nations, but she is also very independent. With a democratic government and great natural resources, Australia will become more and more important to the world.

#### AN AUSTRALIAN NEIGHBOR

*New Zealand is an important neighbor of Australia.* It consists of two islands, and it, too, is a dominion like Australia. The products are like those of Australia. New Zealand is an agricultural country, but many smaller industries have been growing up. It is a good dairy country, famous for its production of butter and cheese. Other products are meats, flour, leather, lumber, fruits, and vegetables.

Before the white men came, brown-skinned natives called Maoris occupied the islands. They are much more intelligent





WELLINGTON CITY is second to Auckland in New Zealand in commerce and manufacturing. It is the center of government and the home of many government workers. (*Photograph by Trade and Tourist Commission for the Dominion of New Zealand.*)

than the Bushmen of Australia. The Maoris are now about one twentieth of the population. They are good workers and live in about the same way that the white people do.

New Zealand has been progressive in many ways. It has long had woman suffrage. The government owns and operates the railroads, telephone and telegraph lines, and electric power plants. Industrial disputes are settled by an arbitration board. The government operates coal mines, meat-packing plants, and a system of life insurance. Good public schools and health services are provided. Since New Zealand is a small country, it has been possible for the government to do many of these things well.



A MAORI MOTHER is teaching her daughters to make *poi*, a round ball which they swing in their hands when doing the *poi* dance. This dance is performed only by the maidens of the Maori race. (Photograph by Acme Newspictures, Inc.)



## YES OR NO

Copy the following statements. If the statement is true, write "Yes" at the close of it. If the statement is not true, write "No." Be ready to prove your answers.

1. The nation of Australia is a continent. \_\_\_\_\_
2. When we have summer in the United States, the Australians are having winter. \_\_\_\_\_
3. Australia was discovered about the time the English were making settlements in Jamestown, Virginia, and in Massachusetts. \_\_\_\_\_
4. The United States is the greatest sheep-producing country in the world. \_\_\_\_\_
5. Australia is rich in natural resources. \_\_\_\_\_
6. There are more people in New York City than in Australia. \_\_\_\_\_
7. Queensland is the great cattle state of Australia. \_\_\_\_\_
8. Sheep raising in Australia is unimportant. \_\_\_\_\_
9. There are thousands of acres of forests in Australia. \_\_\_\_\_
10. Australia is independent but loyal to the British Commonwealth of Nations. \_\_\_\_\_
11. Tasmania is a state of New Zealand. \_\_\_\_\_
12. The government of New Zealand owns and operates the railroads, telephone and telegraph lines, and electric power plants. \_\_\_\_\_

### 3. INDIA

*India is one of the most interesting countries in the world.* It is only half the size of the United States, but its population is about three times as great. There are about 390 million people in India. This is nearly one fifth of all the people in the world. What a crowded country!

This was the country which Columbus set out to find. Columbus believed the world was round and that he could sail westward to India. He did not dream of a new continent. When he reached the new land, he believed it to be India. He even called the people he found, Indians. The people of India are also Indians. They were known to Europeans for centuries before Columbus came to America. We of America often refer to American Indians as Indians. When we speak of the natives of India, we often say "people of India." We are a little surprised when we learn that there are three times as many Indians in India as all the different peoples in the United States combined, including our American Indians.

Why is India interesting? What have you heard about it? What pictures have you seen? Perhaps you, the other pupils, and your teacher can talk it over.

The people of India have been great traders for many centuries. Long, long ago they sent spices, silks, and precious stones by caravans to ports on the Mediterranean Sea. There these things were sold to merchants who took them on to European markets. Look at the map on page 290. Do you see what a long hard way it was? Think how slowly the camel caravans traveled and how much time a trip would take. Only the rich people in Europe could pay the prices asked for the goods brought from India. We know how the explorers tried to find a way to India by water routes. Today air routes connect India with many important places in the world.

## THE CLIMATE OF INDIA

*The climate in most of India is warm and wet.* Think of pictures of Indians which you have seen. How were they dressed? Do you recall overcoats and earmuffs? Did you see bare feet? Nearly every picture shows in some way that it is a warm climate. Most of the soil is rich. There is plenty of rainfall to grow good crops. The monsoons, or seasonal winds and rains, make it possible for most farmers to grow two crops each year. They may raise wheat and millet during the dry season and cotton, rice, and sugar cane during the wet season. The climate is warm enough for plants to grow at any time. Even during the dry season, there is enough moisture in the soil to grow some crops. Growing two crops each year is one reason why India can support so many people. However, in spite of great crops, sometimes there is famine in India.

The Himalaya Mountains are on the northern border of India. These are the highest mountains in the world, and one of them, Mount Everest, is the highest peak in the world. The word Himalaya means "place of eternal snow." The people of India who can afford it, travel to the mountains to escape the very hot seasons of the lowlands. On the southern slopes of the Himalayas there are thick forests. This is caused by the heavy rains on these slopes. At lower levels there are bamboos and tropical trees. High up the slopes are pines much like ours in America. On the highest parts it is so cold that there are no trees. What differences in climate in this famous old land!

*India is an old country.* People were living there three thousand years before Christ was born. That is about five thousand years ago. At any rate, centuries ago people from the northwest came to India. The old mountain passes and highways are still used. Alexander the Great sent his armies along these roads. Many, many traders with their caravans traveled these routes which connected India with the countries of the Mediterranean.



White people came from the west, yellow people came from the north, and these mixed with the dark people of India. So it came about that there are many different shades of skin color in the country. There is also a variety of languages, customs, religions, and dress.

*Britain has done much for India.* Britain has helped India to become greater in the fields of trade. India's trade was strong long before the English came and it has continued to grow. Englishmen have shown the people how to build modern railways, cities, factories, and highways. They have helped them to plan their government. Since the close of World War II, India has become two dominions of the British Commonwealth of Nations. Britain now appoints a governor-general for each, as she does for other dominions. The active head of each government is a prime minister.

In addition to the two dominions, India has about five hundred other states. Some of these are large and some are small. Each has its own head, usually a princely ruler, and its own local government. These states have the choice of joining either of the dominions or of forming an independent group.

*Differences in religions make it hard for India to govern itself.* There are over 250 million Hindus. This is the largest religious group in all India. Next in number are the Moham-medans or Moslems—nearly 100 million of these. There are also Christians, Sikhs, Jews, and many tribes, each with its own religion. Each group is so loyal to its own religion that sometimes one religious group may fight another. This is unfortunate. We of the United States have worked hard to give each person the right to choose his own religion. We have succeeded fairly well but we know it is difficult. It is many times as difficult in India.

*Most of the work in India is done in a simple way.* There are great cities in which we see factories, banks, and hotels much like those in our own cities. However, most of the people live a



MAP SHOWING THE PRINCIPAL RELIGIONS IN INDIA

very simple life. The farmer does nearly all of his work by hand. When the grain ripens it is cut and then threshed by the flail. Next it is tossed in the air so that the chaff and straw may be blown away by the breeze. After this the kernels are carefully gathered up. Much of the grain is ground by hand and made into bread in the most primitive manner. India does not have the great combines, threshing machines, and large flour mills such as we have in America. India grows a great deal of cotton, much of which is spun and woven by hand.

Oxen and the water buffalo are used to draw carts and plows, but they are never killed for food. The good Hindu does not kill any animal—not even a fly or mosquito. Rice is a great food crop, and this, too, is grown and harvested in a simple way. Sugar cane is an important crop. Even much of the sugar must be made in a very simple way. There are sugar mills but not enough to make all the sugar cane into sugar.

#### SOME GREAT CITIES IN INDIA

*There are many large cities in India.* Calcutta is the largest, with a population of over two million. It is the leading port of India and is located on a great delta of the Ganges River. Find it on the map. It is difficult for ships to approach the city because of many sandbars. Special pilots guide the ships, but even they sometimes have trouble. However, ships from all over the world dock here. The great rich valleys of the Ganges and Brahmaputra rivers lie above this port. The rich soils in these valleys produce enormous crops of grains, vegetables, and fruits, but they are all needed by the millions of people who live along these rivers. Even with good crops, many people may go hungry.

There are many points of interest in the city, one of which is a great floating bridge over 1500 feet long. There are fine public buildings, temples, churches, hospitals, and schools. For many years Calcutta was the capital city of India. The great palace called the Esplanade was then the residence of the Viceroy of India. (Viceroy means “vice-king.”) Just outside the city is Fort William, the largest fortress in India.

At present, New Delhi, a city of over half a million people, is the capital. The history of New Delhi goes back to about 1500 B.C. The remains of early civilization add to its interest. The people are of many backgrounds. In New Delhi, as in other cities of India, one finds many different languages, customs, and groups. There are over three thousand castes just among Hindus.





THE JAIN TEMPLES OF INDIA, with their towers, add to the beauty of this colorful country. The Jains are a religious group who avoid hurting any type of animal life. (*Photograph by James Sawders—Combine.*)



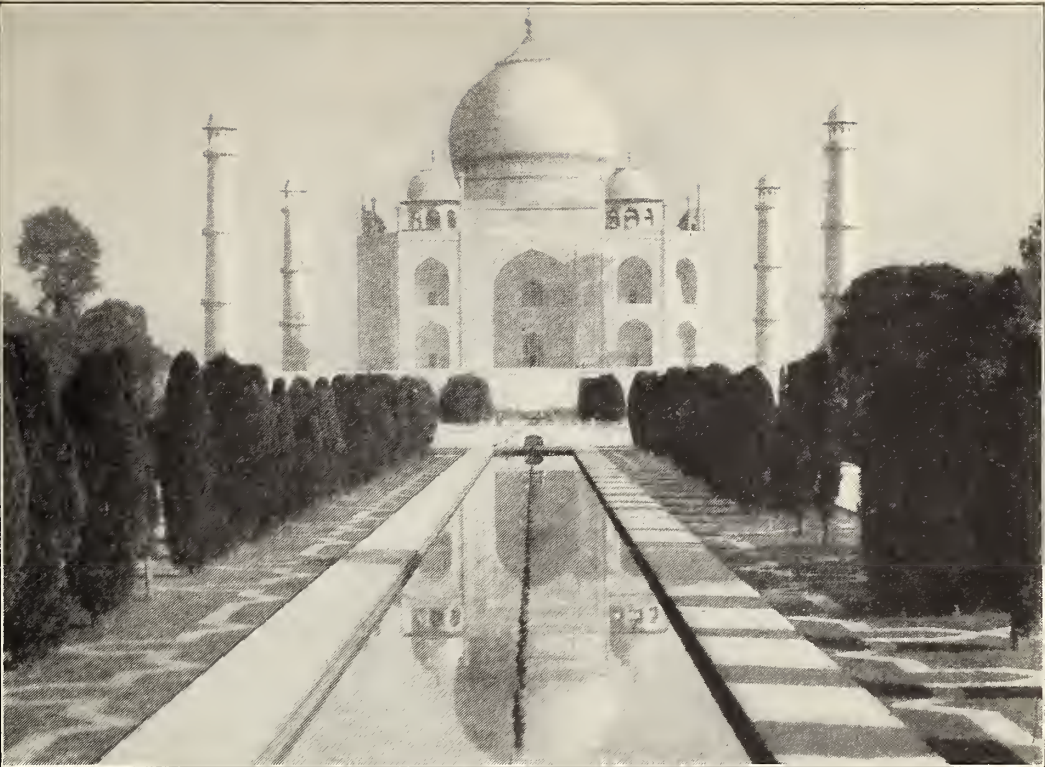
**BATHING IN THE GANGES.** The waters of the Ganges are thought to spring from the feet of the Hindu God, Brahma, and therefore to be holy. It is the duty of Hindus to bathe in the waters on certain days. When they die, their ashes are thrown into the Ganges.

Bombay is the second city in size. Over a million people live in this city. It is the chief seaport on the western coast and is also a great railroad center. As one walks along the docks he sees bales and bales of cotton to be loaded. There are great cotton mills in Bombay but not enough to spin and weave all the cotton produced.

*Benares is the city of Hindu temples.* It is situated on the Ganges River to which thousands of Hindus come each year. To them the Ganges is a holy river. They believe that by bathing in the river water they may be healed of disease. Many drink the water, believing that it will make them strong and noble. Actually it probably carries germs which may make them ill. Certainly there are dangerous diseases in India.

*One of the most beautiful buildings in the world is in India.* It is the Taj Mahal in the city of Agra. Many people think it is





THE TAJ MAHAL stands in an exquisite garden. This tomb of white marble was built (1632-1650) by Shah Jahan for his wife. The magnificent exterior is covered with precious stones in pleasing designs.

*the* most beautiful building in the world. Certainly it is lovely and is known everywhere. About three hundred years ago a wealthy prince built it as a tomb for his wife. More than twenty years were spent in building it. The Taj Mahal is perfect in every way. It is 185 feet square and is located in the center of a large court. It was built of white marble, and many precious stones were inlaid to give beautiful effects. Even the name Taj Mahal means "gem of buildings." It is the largest and one of the most beautiful *gems* in India.

#### INTERESTING ANIMALS OF INDIA

*There are unusual things to be seen in India.* It is a land of wonder. We are now just looking about to see what we can see. Why not begin with the elephant? Everyone likes to see an ele-





ELEPHANTS IN INDIA do much heavy work on roads and in the lumber industry. On festival days, they are lavishly decorated to take part in the parades. (*From "Elephant Boy"—Courtesy of United Artists.*)

phant. The Indian elephant is not so large as the African elephant, but it is a huge animal. Indian elephants have been trained to work in the lumber camps. One of these great strong animals can do the work of many men. Since the people of India have few machines and engines, they use the elephants for heavy work. An elephant can carry great logs and timbers with ease. He can be trained to put them in piles or on a railroad car. He is very much at home in the timberland of India.

Other strange and interesting animals are the great Indian rhinoceros, the Indian bison, the yak, camel, tiger, lion, and several varieties of wild goats and sheep. The camel has been a faithful beast of burden in India for centuries. It is more widely used than the elephant. As we know, it is called the "ship of the desert," since no other animal can travel the hot and dry sands so



THE SMALL VILLAGE OF KATHIELA shown above is typical of many villages of India. The huts are made of mud and roofed with thatch. The inhabitants are wearing their native cotton clothing. (*Photograph by British Information Services.*)

well. However, it is also useful in drawing carts about the streets and plows in the field.

We do want to see a snake charmer. There are many snakes in India. One of these is the great and powerful python, a big snake with strong muscles. Another is the poisonous cobra. It



has a wide, flat head which it raises and sways in a threatening way. This means that it is ready to strike. A snake charmer learns to manage his snakes very well. He may play a weird melody on a pipe or he may shake a rattle in a rhythm. Soon the cobra forgets everything but the music and sways to the rhythm. He is charmed! The man can then handle the snake as he pleases.

#### LIFE IN THE VILLAGE

*Let us take a glimpse of a village home.* Here is a small house built of clay, straw, and sticks. It has a grass roof. One enters through a low passage, beyond which is a tiny courtyard with small rooms about it. There are porches which serve as protection against the sun. It is a small house but it is the home of many people. The walls are thick and smoothed over with clay. The floor is a mixture of manure and clay. This is not pleasing to us, but the people explain that a wooden floor would quickly rot or be eaten up by ants. Only the rich can afford tile or stone. It seems that all the people of India sit on the floor—even the rich—and so they need neither tables nor chairs. A simple bed can be made on the floor. Rice can be cooked over a pot of glowing coals. To most of us in America, the Indian village home is not very attractive.

*Not all children in India go to school.* Millions of Indians cannot read or write. New schools are being built and more children are going to school, but education in India is not so modern as that in America. Most of the schools are small—often only one room. The teacher is a man, and the pupils are mostly boys. Both the teacher and the pupils are barefoot, and they all sit on the floor. The children patiently recite to the teacher. They learn to read and they memorize poems. Sometimes they learn to write on a strip of palm leaf with an iron stylus. There is no nice furniture such as we have. They do not have shelves of books, maps, globes, and blackboards, but the schools do help



the children of India understand their country. They become better citizens because they can learn to read and write.

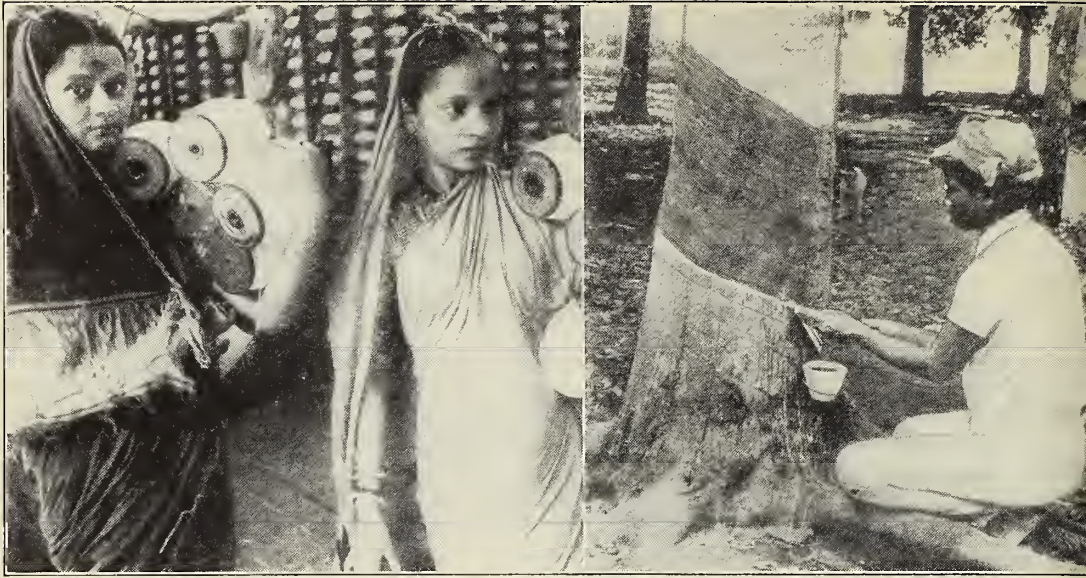
#### THINGS TO SELL

*There are thousands of little shops in India.* These are always interesting to visitors. Many of these shops are little booths along the street where the merchant sits quietly among his goods. Indians make beautiful silver jewelry such as rings, pins, bracelets, and necklaces. Sometimes precious stones are used in making these. Indians of wealth are fond of these ornaments and decorations.

There are also many practical shops where cloth, leather goods, and clothing are sold. In another shop there may be household articles, pans and pots, and various kinds of dishes. Beautifully inlaid vases and little boxes are for sale, too. The Indian shops are popular and the shopkeepers interesting. They and native customers spend much time in talking about the goods and the prices. The price which is stated first is usually very high, and part of the fun is to talk the merchant into selling for less.

*Salt is precious in India.* Our word salary comes from a word meaning salt. If salt is scarce it becomes almost as valuable as money. Thousands of Indians take salt from the sea. They make sea water run into shallow flats where the hot sun evaporates the water, leaving a thin crust of salt. This must be carefully scraped together and cleaned. It is then prepared for market. People are always eager to buy it.

*The Vale of Kashmir is in northern India.* For what is it famous? Cashmere shawls are made from the inner wool of the wild goat. For centuries the people have been weaving this beautiful cloth. Marco Polo is said to have taken some of these lovely shawls back to Venice. Kashmir produces other fine goods. One product is the rich perfume, attar of roses, which is



HINDU GIRLS CARRYING LARGE BOBBINS in a cotton mill of Bombay (left). A native of the Malay States taps a rubber tree (right). (Photographs by British Information Services and B. F. Goodrich Company.)

sold at high prices all over the world. Wealthy Indians are fond of perfumes, silks, and jewelry. Some of the most skilled wood carvers are in Kashmir. They make beautiful trays and chests.

#### NEIGHBORS OF INDIA

*Ceylon is an important island.* Look at the map of India. There at the southern tip is Ceylon. It is three times the size of Massachusetts and has a population of over five million. Ceylon has been called the "Pearl of the Orient." No other part of the British Commonwealth of Nations is so famous for producing tea. Rice is a great crop, too. There are thousands of acres of coconut palms and cultivated rubber trees. Much tobacco is grown, and several kinds of spices are produced.

*Burma is India's neighbor to the east.* It was for a long time under the British flag much as India was. Burma is now an independent republic. There are very fertile lands in Burma, such as the rich Irrawaddy Valley and coastal plains. The delta region at the mouth of the Irrawaddy is one of the greatest rice regions in the world. So much rice is grown that a great surplus can be

exported. This has been important to British lands in Asia. Along the valley, millet, beans, and vegetables are raised. Much of the country is a tropical jungle. Perhaps some day more of this will be cleared away. At present there are rubber plantations and considerable logging. The teak and other beautiful hardwoods grow in Burma.

Burma is also rich in oil. Oil from wells in the Irrawaddy Valley is piped to Rangoon, the capital and principal city. We know how important oil is to our modern life. During World War II this oil supply was so important that the eyes of the world were upon Burma. Some of the hottest fighting in Asia took place in Burma. Since the war, the oil has been flowing into industry.

#### TALKING ABOUT INDIA

1. Discuss why India is one of the most interesting countries in the world.
2. Recall when India was first mentioned in this text.
3. How do India's ideas of religions differ from our idea?
4. What holy belief about the water of the Ganges may make the Hindus ill?
5. Discuss the meaning of a *low civilization* in India. What reasons can you give for so little advancement in culture?
6. What beautiful handwork do the Indians (from India) do?
7. How does shopping in India differ from shopping in your local stores?
8. Why does the word salary come from the word meaning salt?
9. Explore your library books for pictures and discussion of the Taj Mahal.
10. Tell what you know about the animals of India. Ask interested pupils to give further reports about these animals.
11. From your own knowledge, tell what aviators meant when they talked about "flying the hump" in India.
12. What two interesting facts should you remember about the Himalaya Mountains?
13. Compare a wheat harvest in India with a wheat harvest in one of our wheat-producing states.
14. What recent change has India had in government?



#### 4. THE BRITISH IN AFRICA

*The British are interested in Africa.* We have seen how they spread their influence to many other parts of the world. The British now have more or less control over the Union of South Africa, Northern and Southern Rhodesia, Tanganyika, Anglo-Egyptian Sudan, British Somaliland, Nigeria and other smaller areas in Africa. It was a part of their plan in the past to develop a world-wide empire.

*The Union of South Africa is a British dominion.* The government is representative. The people elect their representatives to parliament much as they do in Australia. The British crown appoints the governor-general, but the real power is in the hands of the people.

Two languages are legal—English and Afrikaans. The Afrikaans is much like the Dutch language. The Boers, the name given to the early settlers in this part of Africa, had come from the Netherlands. Their Dutch language changed through the years and is now known as Afrikaans.

The people had a difficult time for many years before the present government was established. Many Dutch settlers had gone to this part of Africa years before. (These people were the Boers.) They were good pioneers who developed the agriculture and built homes. There was much fighting between the Zulus (native Negroes) and the white people. British troops were sent in to drive back the Zulus. Many English explorers and prospectors then came into the land held by the Boers. The Boers resented this and a war followed. The Boer War caused much criticism. Many people in other countries believed the English were unfair and harsh. At last the war came to an end and the new government was set up.

It has been difficult for all the groups to get along together. We have just read about how the English and Dutch quarreled.



THE DRAKENSBURG MOUNTAINS IN SOUTH AFRICA are among the most beautiful in the world. The rainfalls there feed the Orange River, which flows through lands of drought. (*Photograph by South African Railways.*)



There have continued to be many quarrels between the natives and the whites. Also differences in religion have troubled the country. A large majority are Protestant, but there are Catholics, Jews, Hindus, and Mohammedans. A large number of the natives are said to have no religion. These differences have led to many misunderstandings.

Look at the map of Africa on page 290. Locate Gibraltar, Malta, the Suez Canal, and the Union of South Africa. The British have had control of these points for a number of years. What do they mean to British ships going to India? to the Mediterranean? around the world? The way these ships go is often called the British life line. What does this mean? Why are these life lines important?

*We have now seen something of the British Commonwealth of Nations.* We have seen how people lived in early England. We know that the English have been ambitious. They have been explorers, colonizers, and fighters. British ships have taken British people and British goods around the world. We have learned that the sun never sets on the British flag. Britishers have also taken British ideas with them. Why are ideas important? Ideas which started in little England have become powerful. They have had much to do with all the world. Many of the influences have been good but some have not. However, the balance is in favor of the good.

*English-speaking countries work together.* Since we of the United States are an English-speaking country, we are interested in other English-speaking countries. We understand the British. As colonies, we were British. We do not want to be a part of the British Commonwealth of Nations but we do want to work with the British. We want to work well with all people. We know that we have good American citizens whose ancestors have lived in many countries. People of all nationalities and races can be fine and helpful people.



## INTERESTING THINGS TO DO

1. Write to the Junior Red Cross, Chicago, for addresses of British children who would like to correspond with American girls and boys.
2. Originate riddles about strange animals found in countries of the British Commonwealth. Read for more information before making the riddles. The answer should require (1) naming the animal, (2) naming the country where it lives.
3. Watch the papers for announcements of broadcasts from the countries of the British Commonwealth. Try to listen to some of these broadcasts. Report important information to the class.
4. Make a scrapbook of clippings and pictures related to countries of the British Commonwealth.
5. You may wish to add some of the following records to your record library. Perhaps you can learn some of the folk dances.

Greensleeves, 21619 Victor

Highland Fling, Highland Schottische, 21616 Victor

Irish Lilt, 21616 Victor

Ribbon Dance, 21619 Victor

Roman Soldiers, 21617 Victor

Sailors' Hornpipe, 21685 Victor

St. Patrick's Day, 21616 Victor

6. Use the indexes of music books to locate some old English "rounds."
7. Make a comparison of London and New York by staging a radio broadcast between two commentators, one in London and the other in New York. Suggestions: Time could be given, weather, recent census, and other facts. Men representing various industries and occupations might also speak on the broadcasts.

## STRING GEOGRAPHY

Have a teacher-pupil discussion about keys, scales of miles, or legends on maps.

Using a ruler lying flat on a desk, measure strings of many different lengths until you can measure each string accurately. You may wish to have a committee cut strings of the same length (one for each row). Each pupil can quickly measure and pass the string to the pupil behind him in his row. Each pupil records the length of the string when he measures it.

Measure strings frequently until it can be done accurately.

Turn to the map on page 217 in your text. Have pupils ask for distances between different locations such as, "How far is it from London to Ankara, Turkey?" The distance should be a straight line between the two named points.

After the distance has been measured, measure the string on the key given on the map. Think of your strings as being so many *keys* or *scales* long. For example, if the string measures 4 keys long and the key is 200 miles, the distance would be  $4 \times 200$  or 800 miles.

Suppose the string is 4 keys and 150 more miles, according to the key. The distance is the  $4 \times 200 + 150$  or 950 miles. Your teacher will further explain how you can compute the number of miles between the points measured.

After you have learned to measure distances on your maps, check by having one pupil measure the same distance on the wall map, another measure the distance on the globe, while the remainder of the class measures the same distance on a map in the text.

#### BOOKS YOU WILL LIKE TO READ

Harper, Wilhelmina. *Merry Christmas to You*. New York: E. P. Dutton & Co., 1935 (fairly easy). Illustrated. Christmas customs from Denmark, England, France, Germany, Poland, Spain and Sweden.

Jacobs, Joseph. *English Fairy Tales*. New York: G. P. Putnam's Sons, 1902 (easy reading). Illustrated. A choice selection of English folklore.

Montgomery, Elizabeth. *The Story Behind Great Medical Discoveries*. New York: Robert McBride & Co., 1944 (for good readers). Illustrated. Popular sketches of great inventions, in simple language.

Pyle, Howard. *Merry Adventures of Robin Hood*. New York: Charles Scribner's Sons, 1946 (fairly easy). Illustrated.

Pyle, Howard. *Story of the Champion of the Round Table*. New York: Harper & Bros., 1933 (not too difficult). Illustrated.

Spencer, Cornelia. *Made in India; the Story of India's People and of Their Gifts to the World*. New York: Alfred A. Knopf, 1946. Illustrated.

Films: *Made in India; The Changing Face of India; New Zealand; South Africa*. Distributed by Ideal Pictures, Chicago, Illinois.

## UNIT VII

# *The Nations of Northern and Eastern Europe*

In Northern and Eastern Europe there are several important countries. Three of these are Denmark, Norway, and Sweden. They are important not because of their size and population, but rather because of their good government and the contentment of their people. Russia is another important country in this part of Europe. It is the largest country in area in the world and contains vast natural resources. Little Finland is a close neighbor of Norway, Sweden, and Russia. Poland, Czechoslovakia, and the Balkan countries are also neighbors of Russia. In this Unit, we shall learn some interesting facts about the history of these countries and about the life of their peoples today.

### 1. EARLY RECORDS OF SCANDINAVIA

*You have probably seen and heard the word Scandinavia.* What a long word! But it means three countries so why shouldn't it be long? Denmark, Norway, and Sweden are often called Scandinavia. Each is a separate country, but they are alike in many ways. Their language and customs are similar. Each is important on its own account, but they work together. Look closely at the map of Europe and see the peninsula which includes Sweden and Norway. Now look carefully at the little peninsula which pushes out from the south to meet it. Denmark is on this peninsula. Look closely and see how irregular the



coast line is. Do the same for the western shores of Norway. Now find Oslo, the capital of Norway; Stockholm, the capital of Sweden; and Copenhagen, the capital of Denmark. What are some of the things you can learn about these cities by merely looking at the map?

*The western coast line of Norway is very irregular.* The coast line weaves in and out to form many narrow bays. These narrow bays are called fiords. In the past they were called *viks*, which is part of the word *viking*. The men who sailed from these viks were called vikings.

These fiords were good harbors for the long, stout sailing vessels built from the tall straight trees which grew on the sides of the mountains. Steep sloping mountainsides reached down almost to the water. Timber could easily be cut and rolled down to the shore to build ships. This shipbuilding went on for centuries, and the Norsemen became the great men of the sea.

*Early records of Scandinavia's long history are very interesting.* The Scandinavians have old records or sagas which tell of the early voyages. Hundreds of years ago Norsemen (vikings) had been exploring and plundering in many places. They raided the coasts of Scotland, England, France, and other countries. Later they pushed on to Iceland and Greenland. Back in the eleventh century Canute, King of Denmark, held great power over England. He was a powerful ruler and helped to establish Christianity in Denmark. Christianity also spread into Sweden and Norway. We know that the hardy vikings had made many expeditions to other parts of the world. How many we do not know. Their strong ships could weather the storms of the Atlantic, and they knew how to sail them well. Some of the early explorers reached America long before Columbus, but they did not remain here.

*Leif the Lucky was one of the early explorers.* He and his men set out to the south and west where, it is believed, they



THE VIKINGS were excellent shipbuilders and expert sailors. They sailed up and down the coast of Europe long before the discovery of America. (*Painting by Harland Fraser, courtesy of Packard Motor Car Company.*)

touched the shores of Labrador, Newfoundland, Nova Scotia, and possibly Massachusetts. This was about the year 1000. They then turned their ship southward and found beautiful woodlands. Later, when they found great vines loaded with luscious grapes, they called the land *Vineland*. This name is still used in many books.

As Leif and his men were starting home, they rescued fifteen men from shipwreck. Because of this, Leif became known as Leif the Lucky. These discoveries made by Leif were so important that much has been written about him and a monument has been built in his honor at Boston.

*Some old viking ships have been washed ashore.* People have studied these wrecked vessels to see how they were built. The sides were made of flat timbers overlapped like shingles. One of these old ships was over seventy feet long and about seventeen feet wide.

The fighting, daring Norsemen had learned not only to





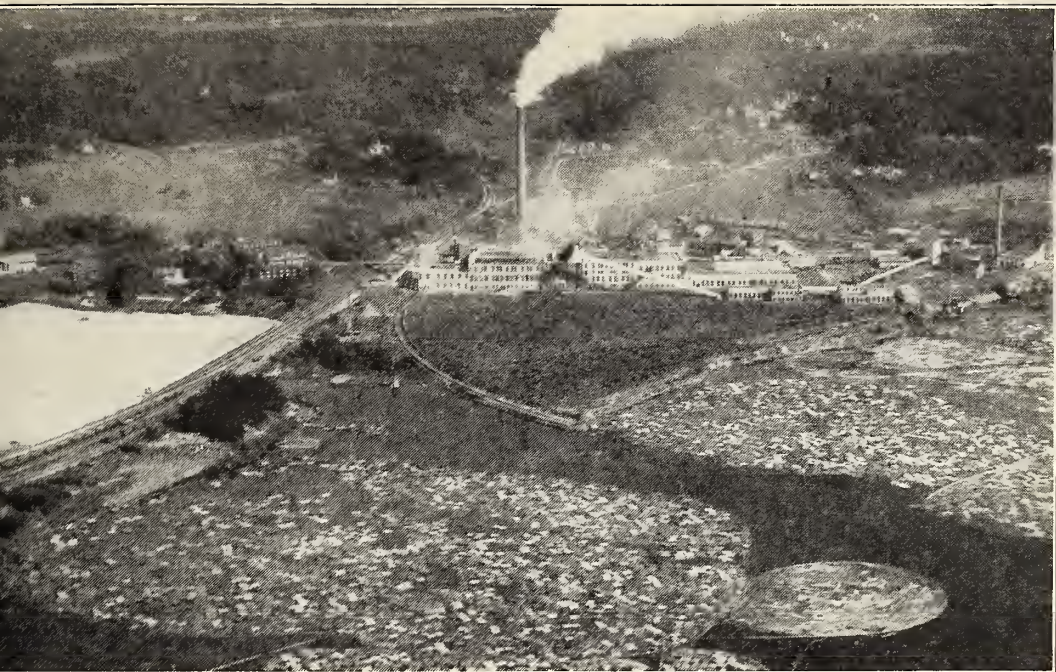
A FARM IN NORWAY. Farming is one of the principal occupations of Norway. Chief crops are oats, barley, rye, wheat, and potatoes. Dairying is gaining in importance. (*Norwegian Official Photo.*)

build good ships but also how to sail them. They had no compass but they could steer their course by the sun and the stars. Each ship carried a cage of ravens. When a raven was let loose, it flew toward land and the ship would sail in that direction.

#### INDUSTRIES IN SCANDINAVIA

*Danish farmers have organized cooperative societies.* Denmark is flat and much of the soil is rich, so farming is a leading industry. By joining cooperative societies, the farmers help each other. The farmers work together in selling their products and in buying the goods they need. When a farmer joins a society he agrees to keep his products clean and good. He must sell only fresh eggs or good butter. Each egg is stamped to show that it is fresh. This means that the cooperative society can guarantee





AIR VIEW OF A SMALL SAWMILL. The logs held in place by booms form a pleasing design. Lumbering is one of the chief industries of Sweden. (*Photograph by Swedish Travel Information Bureau.*)

its products and the farmers will then get good prices. There are such cooperative societies in many countries, but they are particularly strong in Scandinavian countries.

*Norway has varied industries.* Nearly a fourth of the land of Norway is covered by pine forests. Lumbering is a great industry. Timber is cut for lumber, pulp, and paper manufacturing. Other important industries are the making of shoes and leather goods, textiles, and clothing. Norwegians have long followed the sea. Norway has had a fine merchant marine for many years. Before World War II, Norway held fourth place in merchant ships of all the nations of the world.

*Sweden has many valuable industries.* It lies along the eastern portion of the Scandinavian peninsula. Norway is to the west, Denmark to the south. Sweden is similar to both these countries. It has some farming regions much like those of Denmark. Her forests are similar to forests in Norway. Sweden has more mineral deposits. Among them are iron, copper, silver,

lead, zinc, manganese, coal, and aluminum. These minerals, fine timber, good agriculture, and shipping give Sweden a well-balanced industry.

There are great forests on the mountain slopes. This is the place where the lumbering industry begins. Trees are cut and skidded on the snow to the nearest of many streams. It is said that all forest trees of Sweden are within twenty miles of a stream leading to the sea. When the snows melt in the spring, thousands of logs are washed down to the mills. There they are made into lumber and pulpwood for the markets.

### WORKING TOGETHER

1. Plan to make a large wall map of the Scandinavian countries. You will need to decide—
  - a. How to show the topography.
  - b. How to mark the important cities.
  - c. How to make your map attractive.
2. After you have completed your map and have used it frequently for reference, choose a committee to plan and give the class a test checking pupils' knowledge of the information shown on the map.

### A GROUP MEETING

1. Plan and dramatize a meeting of farmers in Denmark. The farmers are meeting to plan a cooperative society in their community. Perhaps a representative from a nearby cooperative will be present to outline the advantages of such an organization.

The farmers will probably discuss problems such as the following:

Whether or not it would be profitable to start their own creamery so that all the butter from their area would be of uniform quality.

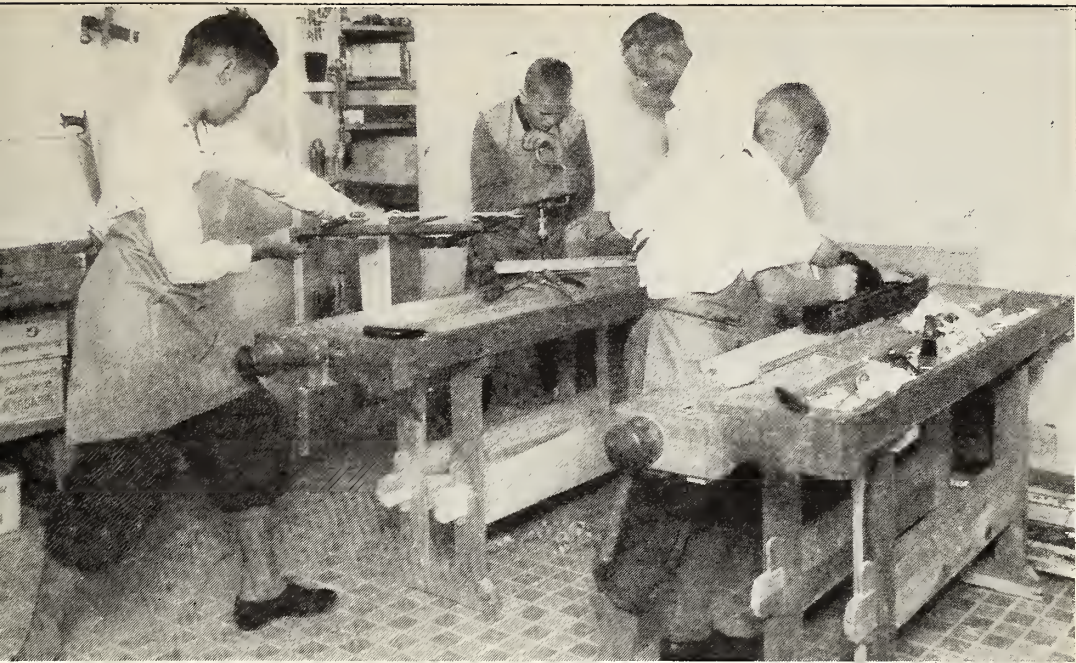
They may discuss the qualifications they will expect the man to have whom they will employ for manager.

If time permits, the group may discuss rules or regulations for selling eggs.

They may discuss transportation problems.

2. If you live in a farming community, you may wish to discuss the possibility of a cooperative in your own community.





A CARPENTER SHOP in a modern Swedish housing cooperative building is a pleasant place in which to work. (*Photograph by Swedish Travel Information Bureau.*)

## 2. STANDARDS OF LIVING

*All the Scandinavian countries have high standards of living.* By high standards of living we mean that all the people live well and work well together. The Scandinavians see to it that all their people shall have work to do, comfortable homes, nourishing food, warm clothes, schools, and hospitals. There are not many very rich people in Scandinavia nor many really poor people. Since the population is not large in any of these countries, the people can work together well. They understand each other. There are no large cities, though several are very important.

*The Scandinavian people enjoy freedom of speech and freedom of the press.* There is a great deal of freedom in these countries. There is freedom of speech. People are free to discuss their government and their needs. There is freedom of the press. This means that newspapers and magazines are free to print all the news.



*There is freedom of religion.* Each country has a state religion, but people may be members of other churches if they care to do so. The state church is the Evangelical Lutheran Church. The king must be of this faith. It is the largest and strongest church in these countries, but it is not the only one. The pastors are leaders in community life. They advise families in need. They encourage musical festivals, recreation, and community activities. The churches cooperate very closely with the government, especially in improving the schools and in protecting the health of the people.

#### EDUCATION IN SCANDINAVIA

*Scandinavia has good schools.* There are nursery schools, kindergartens, elementary schools, and high schools. There are also trade schools, technical schools, and universities. But what of the elementary schools? We know that many people in Denmark live on small farms. Where do the children go to school? In the first place, education has been free and compulsory in Denmark for over a hundred years. All children between seven and fourteen must go to school. This means that there are many small schools in the country and villages. Even in the cities the schools are not very large. A common plan is for the children to go to school every second day—three days each week. This is more common in the country than in the city. How would you like such a plan?

Norway also has a three-day school week. A tiny community in a little valley will have a one-teacher school to which every child from seven to fourteen must go. Some of these schools are open only every second day. The school year is divided into a spring term and an autumn term. The winters are very cold, and in parts of Norway and Sweden there is very little daylight in winter. In fact, there is so little daylight in winter that school is impossible without electric lights.



A DANISH SCHOOL, built to give the children as much sunlight and fresh air as possible. The Scandinavian schools are among the best in the world. (*Photograph by Danish Information Office.*)

The Swedish schools are famous for their good work in music, gymnastics, and other subjects. Every school also teaches Swedish, religion, arithmetic, history, geography, drawing, games, and athletics. Many Swedes are beautiful singers and fine athletes, as are also Danes and Norwegians. The carving of wood is called *sloyd* work. While the boys are carving with their *sloyd* knives, the girls may be doing knitting and needlework.

#### THINGS TO TALK OR WRITE ABOUT

1. What is the Scandinavian standard of living?
2. Discuss the meaning of the four freedoms:

FREEDOM FROM WANT

FREEDOM FROM FEAR

FREEDOM OF SPEECH

FREEDOM OF WORSHIP

3. Why is education necessary if people are to have the four freedoms?



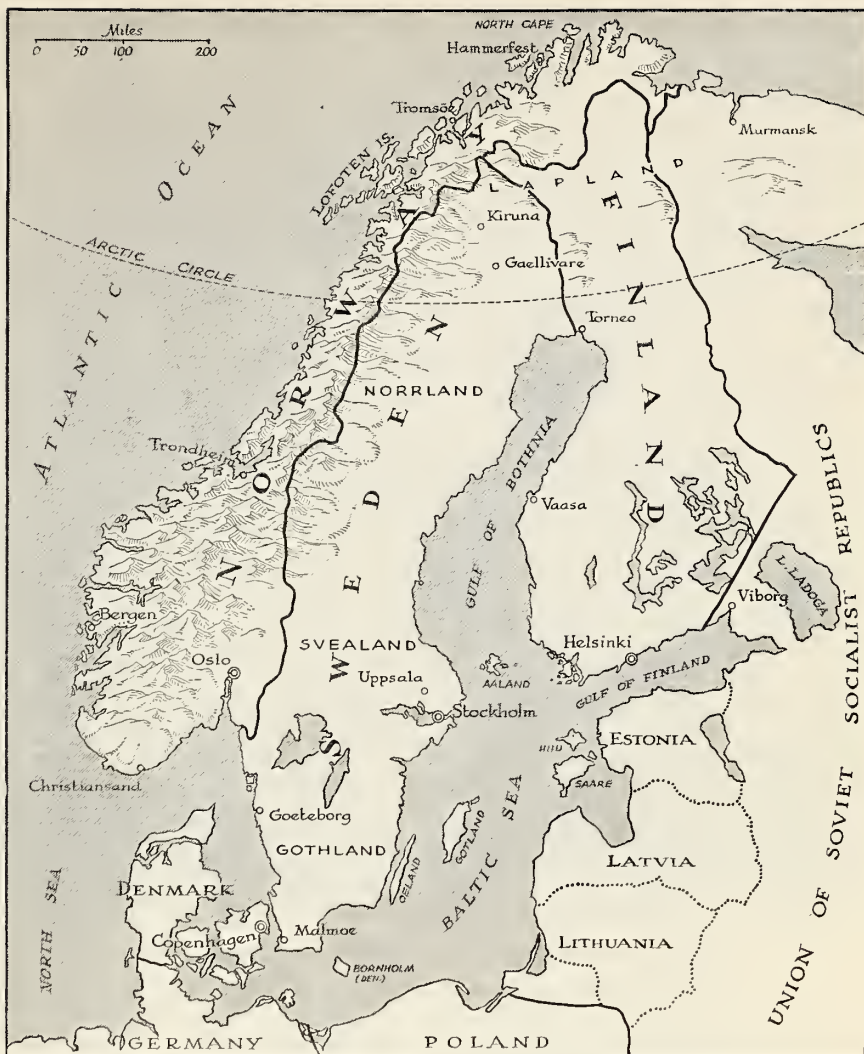


THE MIDNIGHT SUN. Eight views of the sun from 10:10 P.M. to 12:30 A.M. In summer, the sun is so far north that it never sets. (*Photograph by Swedish Travel Information Bureau.*)

### 3. LAND OF THE MIDNIGHT SUN

*Far to the north—beyond the Arctic Circle—the sun shines at midnight.* For several weeks in summer the sun does not set. For a few weeks in winter the sun does not rise. Can you imagine a night or a day being several weeks long? This is what happens in Norway and Sweden. Look at a map of the world or a globe and locate Oslo, the capital of Norway, and Stockholm, the capital of Sweden. They are near the 60th parallel of latitude. See where this crosses North America. It passes near the middle of Hudson Bay and through Alaska. Now see how much of Norway and Sweden lies north of these capital cities. They are in the southern part of these countries. Find the Arctic Circle and





SCANDINAVIAN COUNTRIES AND THEIR NEIGHBORS

you will discover that parts of these countries lie beyond it. This section is what people call the “Land of the Midnight Sun.” It is a fanciful title, but it is true. The sun really shines at midnight in these parts of Norway and Sweden. Far to the north in Norway is the northernmost city in the world—Hammerfest.

#### SIGHTSEEING IN SCANDINAVIA

*Travelers are glad to visit the Scandinavian countries. Visitors are most interested in the natural scenery, especially in Nor-*

way. We know that the mountains of Norway reach down to the sea. During millions of years many mountains settled into the sea. Along the coast are many fiords. They are deep, narrow inlets from the sea with high rocky sides. Near the coast is a chain of islands—the tops of mountains which have settled into the sea. If one looks at the map he can see where they are. The largest cluster is Lofoten Islands, far to the north. This is a great fishing center. During the fishing season hundreds of fishing boats use the harbors in these islands. At each harbor is a village where the cargoes of fish are sorted, packed and shipped.

Great vessels take tourists through the *inner passage*—between the islands and the mainland. A ship can sail for miles up the large fiords. Here the passengers get magnificent views of the mountains and the high rugged banks.

As the traveler goes farther north he comes to understand the meaning of the long days of summer. There is no dark night in summer but only a twilight. Far to the north the sun does not quite touch the horizon, night or day.

During the winter the visitors go to the cities. Near the cities are fine winter sports of skiing, tobogganing, and skating. How the Scandinavians love those winter sports! Toboggans race down the long steep runs at terrific speed. Thousands of people turn out to see them and cheer the winners. The ski runs are even more thrilling, and as a skier makes his long jump in the air he seems to be flying. These sports have become so popular that teams from many countries compete. Torger Tokle of the Norway Ski Club made a jump of 289 feet. If you will take 100 long steps you will understand about how far he jumped.

#### THE WHALING INDUSTRY

*A thrilling industry of Norway is whaling—the capturing of whales.* Men have hunted these giants of the seas for many years. Whaling is not fishing because the whale is not a fish.





NORWEGIAN FISHING VILLAGE lined with racks for drying fish. Norway sells many fish, particularly cod and herring. Lakes and rivers abound with salmon and salmon trout. (*Norwegian Official Photo.*)

People often speak of the whale as a “big fish” because it lives in the water and is shaped like a fish. It is really a huge mammal. The young are born alive and not hatched from eggs as fish are. When small they are fed on their mother’s milk. The whale has lungs, not gills, and must come to the surface every half hour or so for air. There it may be seen spouting out its moist breath like a geyser in the sea.

The whale swims through the water where thousands of small sea animals, living near the surface, are swished into its great mouth as food. When we think of the size of the whale we know it must be well fed. A whale may be fifty, sixty, and even a



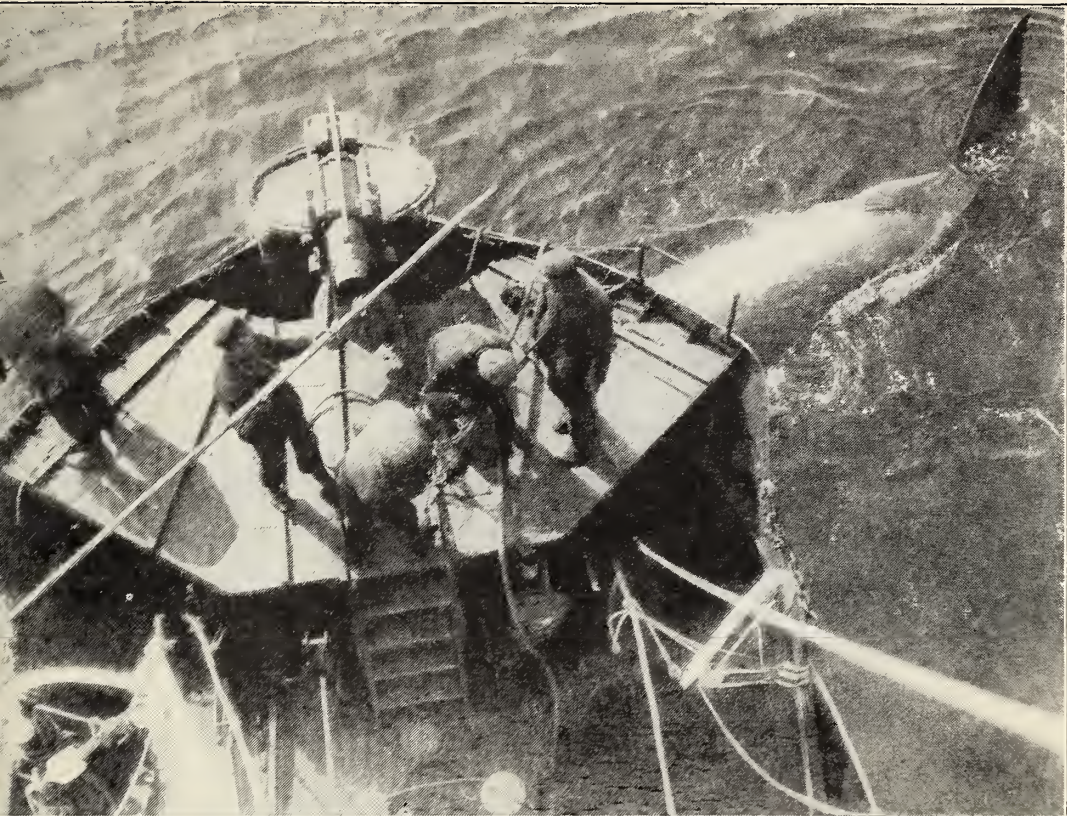
hundred feet long. A large whale may weigh as much as seventy-five tons!

In the old days whaling was a dangerous business. A maddened whale could crush a small wooden boat as you can crush an egg. Today whaling is much safer. The present plan is to have great factory ships which lie in the harbor. From these an airplane goes out to spot the whales when they "blow" and to guide the fast hunting vessels to the place where the whales have been seen. The message is radioed, and out dash the hunters. At the bow of the boat is the harpoon gun. The alert gunner takes careful aim and fires the great steel dart when the whale comes to the surface of the water. This harpoon is attached to a cable. Near the tip of the harpoon is a charge of powder which explodes and kills the whale. The harpoon hooks fast to his body. Then the cable is wound up to bring the whale alongside the ship. Air is blown into the body of the whale so that it will float. It can then be towed to the factory ship for processing (preparing products for the market).

There are great layers of fat on the body of the whale. In the top of the head of the sperm whale there are sometimes hundreds of gallons of sperm oil. In the past much of the sperm oil was used to make fine candles. Now it is largely used for face creams and skin lotion. Once the whale reaches the factory ship, every bit of oil in its fat is pressed out and the remains are made into fertilizer.

A waxy substance sometimes forms in the intestines of a diseased whale. This is known as *ambergris*. It is very valuable. Lucky is the crew which finds a mass of this floating upon the water. It has been known to sell at \$100 an ounce to be used in making perfume.

Many stories have been told of whaling. Norwegians are probably the leaders in this strange and thrilling industry. The location of Norway and its many fine harbors make whaling a



WHALING is the most exciting of the sea industries of Norway. In this picture the men are hauling in a harpooned whale. (*Photograph by Norwegian Travel Information Office.*)

profitable and exciting industry. Visitors to Norway are always interested in it, and some hardy souls go out with the crews to see them at work.

The whale is such a huge animal that we use the word as a figure of speech. Have you heard people say “a whale of a difference” or “as big as a whale”? What did they mean? But let us turn to other things in the life of the people of Scandinavia.

#### SOMETHING TO DO

Make a mural showing the scenery and activities of the Scandinavian countries. A long strip of wrapping paper makes a good background. Outlines of figures and scenery can first be sketched lightly with chalk before adding color.





NORWEGIAN FURNITURE, like the ships and homes of Norway, is sturdily built. This is the bedroom of an old home. (*Photograph by Norwegian Travel Information Office.*)

#### 4. GOOD LIFE IN SCANDINAVIA

*Life in Norway is good.* Norwegians play as well as work. June 24 is known as Midsummer Day, one of the longest of the year, and the evening before is Midsummer Eve. It is a time for gay parties, with songs and dancing, for then the older girls and young brothers start up the mountains with the farm animals. During the warm season the boys herd the cattle, sheep, and goats while the girls churn butter and make cheese. They live in small cabins built of logs until the frost comes in the fall. Then they come home bringing the butter and cheese to be used during the winter. When the crops are all harvested and stored, it is time for thanksgiving and celebration. Often the people wear the colorful native costumes to parties and festivals. Christmas is a time of feasting and the giving of gifts. Instead of Santa Claus the children look for the Christmas elf to come with gifts for all the children who have been good.

*Denmark is similar to Norway in some ways but very dif-*



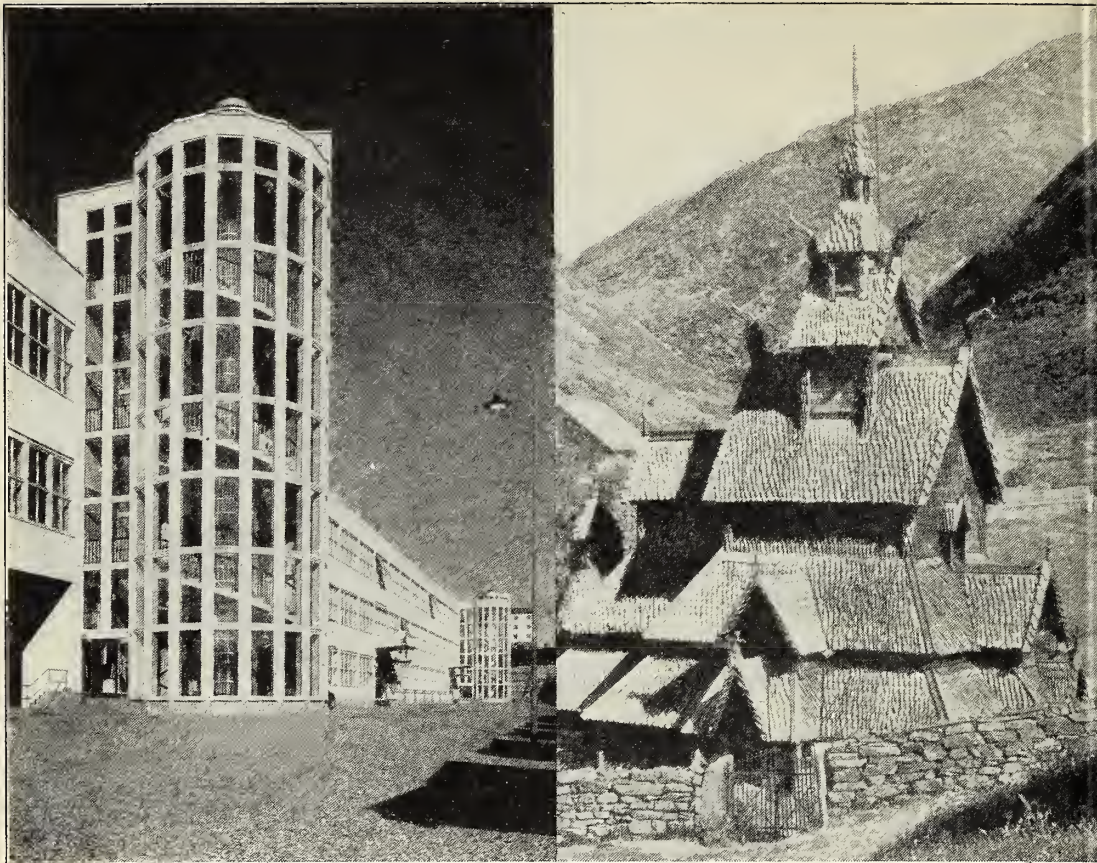
*ferent in others.* We know that it is very different geographically. There are no mountains, no fiords, no dashing mountain streams in Denmark. How are the countries similar? They are similar in language, customs, religion, and in their history. Denmark, Norway, and Sweden have many common interests.

Danes, like Norwegians, farm and follow the sea. There is more good farm land in Denmark, but there are better fishing and whaling opportunities in Norway. In both countries the people work to make their homes comfortable and their communities good.

*Sweden is the big brother of the Scandinavian countries.* It is larger than Denmark or Norway in area and population. But the language, religion, and customs are similar. There are three great regions in Sweden. *Norrland* reaches beyond the Arctic Circle. This, too, is a land of the midnight sun, in which the winters are long and cold. *Svealand* is the central part—the original Sweden. In this section are the great cities of Stockholm, Upsala, and smaller towns. There are rich farming lands, good roads, and many businesses. To the south is *Gothland*, where the Goths once lived. It is a low fertile land somewhat like Denmark.

*The Swedes enjoy festivities and sports.* There are many holidays to be celebrated. Christmas is one of the happiest. The Christmas tree is brought in and decorated for Christmas Eve. When all is ready and the tree is lighted, members of the family gather around. Perhaps the gnomes will come bringing presents! Often they do. The old man with long white beard, red cap and bells leads the way. He is followed by an old woman who carries a basket of presents for the children. It is a merry evening, with feasting, singing, and dancing. Instead of turkey and cranberry sauce there will be *lutfsk* and lingonberries.

There are church services early in the morning on Christmas Day. If it is still dark, the people carry torches to light the way. These are piled outside the church to make a bonfire. The excite-



NEW AND OLD BUILDINGS IN SCANDINAVIA. The telephone plant (*left*) shows modern Swedish architecture. Borgund Stave Church (*right*) was built in Norway in the eleventh century. (*Swedish Travel Information Bureau and Norwegian Official Photos.*)

ment and feasting go on for thirteen days. The final party is on Twelfth-night. During all this time there seems to be an endless supply of cookies, tarts, candies, fruits, and other dainties.

The Swedes are fond of good foods and are always ready to share with their friends. In each of the Scandinavian countries food is served five times a day. In addition to breakfast, dinner, and supper there will be a midmorning and midafternoon lunch.

#### A GREAT DANISH STORYTELLER

*Hans Christian Andersen was a very famous Dane. Most children have heard of him and his stories. He wrote his stories*

over a hundred years ago, and children still love them. Andersen was one of the best writers of stories for children who has ever lived. Perhaps you have read or heard some of them, such as *The Fir Tree*, *The Snow Man*, *The Ugly Duckling*, *Little Claus and Big Claus*, *The Silver Shilling*. There are ever so many more. They are wonderful stories, written first for the children of Denmark. Soon they were read and told all over Scandinavia, and now all over the world. They are fairy stories told just as we like them. Let us learn more about the author.

Hans Christian Andersen was born about a century and a half ago. His father was a cobbler, and since he was very poor, the family lived in the tiny shop. When Hans was eleven, his father died and his mother went out to work so that she and little Hans might have food. Left alone all day, Hans became a dreamer. He thought of many fairy tales as he played alone in his poor little home.

Hans wanted to be an actor, so he made puppets and planned little plays. They were fanciful stories, and a puppet could be made a king, a fairy, or a poor old man. It was all a matter of his imagination. He lived in a world of fancy and make-believe. People laughed at silly Hans and wondered what would become of the boy. Would he never learn to work? Could he not, at least, be a shoe cobbler like his father?

At fourteen Hans went to the capital city of Copenhagen. He still longed to be an actor and to write plays. For a long time he did not succeed and as a result almost starved. Then he wrote a novel which became very popular. His friends urged him to write stories—fairy stories. At first Hans considered this a joke, but then he set to work. He wrote a whole volume of fairy tales, and this book made him famous. The stories were read and told over and over. Even the grownups liked them. Because Hans Christian Andersen could write beautiful stories he became one of the most famous men of all Denmark.



Thousands of people visit the statue of Hans Christian Andersen which has been placed in a lovely park in Copenhagen. There stands the figure of the world-famous storyteller with book in hand. He seems ready to tell another story for the happiness of children everywhere.

### WHICH ONES DO NOT BELONG?

Copy the following sentences. Some of the sentences do not give information about any of the Scandinavian countries and therefore do not belong to the group. Draw a line neatly through each sentence that in your judgment does not belong.

Norwegians play as well as work.

The Norwegian children watch for the Christmas elf to come with gifts for good children.

A hot humid climate makes people lazy.

Denmark has no mountains, no fiords, and no dashing mountain streams.

Danes, like Norwegians, farm and go to sea.

Hans Christian Andersen wrote some of the stories that children like best.

Hans Christian Andersen wrote plays and made puppets for the actors.

Sweden is the big brother of the Scandinavian countries.

Italians make beautiful tablecloths.

The great forest trees of Sweden are said to be within twenty miles of the sea.

Canada has great forests.

The trees of Sweden are made into lumber and pulpwood for the markets.

## 5. GREAT MEN OF SCANDINAVIA

*Sweden has produced many notable men.* Alfred Nobel was one of these. He was a chemist and munitions maker. It was he who discovered dynamite. This powerful explosive became of great value in warfare and industry. Nobel carried on his dangerous experiments until dynamite could be handled with safety. Its wide use in mining and road building brought Nobel a vast fortune. Perhaps he is best known for the use to which his fortune has been put.

Nobel left his money for prizes to be given annually to the persons in all the world who do the best work along certain lines. A prize amounting to about \$40,000 is given to the winner in each of the following fields:

1. Discovery in the science of physics
2. Discovery or improvement in chemistry
3. Discovery in medicine
4. Most remarkable literary work
5. Best work in the interests of world peace

The winners, having been carefully chosen, travel to Stockholm. There at a brilliant ceremony the King of Sweden presents the prizes. Over thirty Americans have been awarded Nobel prizes—some in each of the different fields. Nobel left his great fortune to encourage progress. How have these prizes helped the world?

*Amundsen explored the poles.* Roald Amundsen was born in Borge, Norway. When only a boy he became interested in exploring the polar regions. He had some training as a physician, but his wish to explore changed his career. Amundsen was to become one of the great modern explorers. He was the first man to reach the South Pole, the first to fly over the North Pole. He was also the first to find a northwest passage to Asia and was

the first explorer to sail around the globe inside the Arctic Circle.

Amundsen spent all his life in being a good explorer. He studied everything which would help him succeed. He knew much about climate, weather changes, ocean currents, temperatures, and scores of other things. Every exploration was carefully planned. He was brave and hardy but he knew that only by careful study could he succeed in polar exploration.

Amundsen discovered the South Pole in 1911. He had hoped to discover the North Pole, but Admiral Peary of the United States had beaten him to it in 1909. As soon as he heard this, Amundsen planned his expedition to discover the South Pole. He was determined to win this honor, and win it he did!

#### AMERICANS OF SCANDINAVIAN DESCENT

*Thousands of Scandinavians have come to the United States.* They have been coming to America ever since Leif Ericson visited Vineland centuries ago. It was, however, a long time after Leif came before other Scandinavians arrived. When they did come, it was as colonists along the Atlantic coast. A Swedish settlement was started on the Delaware River within twenty years after the landing of the *Mayflower*. Soon these Swedes were at work building ships. They came from a shipbuilding people. Fine timber grew along the Delaware, and soon the "Delaware racers" were sailing as successful merchant vessels. But what of the influence of the Scandinavians today?

Scandinavian family names are found in every state. You have heard such names as Andersen, Watland, Peterson, Hansen, Larson, and Dahlberg. They are almost as widely known as British names. Some Scandinavians settled in eastern cities, but many went west to farm lands. Great numbers migrated to Minnesota, Wisconsin, Iowa, Nebraska, and the Dakotas. Many came when good farm land could be *homesteaded*. This meant that the United States government would give a tract of land to





A STATUE OF LEIF ERICSON by the American sculptor, A. Stirling Calder, was donated by the government of the United States to Iceland and stands in Reykjavik today. (*Courtesy of Mrs. A. Stirling Calder.*)

a man if he would live on it and cultivate it. Thousands of acres of choice farming land were homesteaded by these people.

*Americans of Scandinavian descent have entered every occupation and calling.* They are in hundreds of well-known occupations. Some have reached high political positions. They have been governors, congressmen, and United States senators. Some are doctors, dentists, lawyers, and engineers. There are famous authors and singers. Many have developed great industries. In short, the good traits we have found in their ancestors have been brought to America. This is as it should be if we are to have a great and good America.

### USING THE ENCYCLOPEDIA

Choose a member of your class to copy on the blackboard the information that is given on the backbone of each volume of your classroom or library encyclopedia. (The *backbone* is the part of a book that is facing you when the book is standing on a shelf.)

Cut a slip of paper about 2" by 6" to represent each volume of your encyclopedia. Copy the information from the blackboard for each volume on the individual slips of paper. Arrange these slips in order on your desk.

In class take turns asking questions such as—

In what volume would I find information about *Alfred Nobel*?

Look at the slips and volunteer to answer. Your answer may be—

You will find information about Alfred Nobel in Volume 15.

Continue to ask questions and tell in which volumes the subjects will be found. Keep your slips representing the volumes and practice frequently until locating subjects is a habit.

### INTERESTING THINGS TO DO

1. Scandinavia is often called the *Land of the Five F's*. Try to decide what these five *F's* are before you read further.

You may wish to choose committees to make further reports on the five *F's*—fiords, farms, fish, forests, and falls.

2. Borrow a copy of a Swedish cookbook from your library. Discuss

the term *smorgasbord*. List the different species of fish and other foods that you expect to serve as a smorgasbord.

3. Find the meaning of the word *potential*. Explain what is meant by the statement, "Norway has the greatest potential water power in the world."

Tell how this source of power will affect the country's future.

4. List the different subjects with which a good explorer of today must be well acquainted.
5. List some heritages that we have received from the Scandinavians. How have they helped to build our world?
6. You will enjoy learning one or more of the following folk dances of the Scandinavians. A folk dance interprets the life of a people.

Tantoli, Swedish, 20992 Victor

Bleking, Swedish, 20989 Victor

Carrousel, Swedish, 20432 Victor

Crested Hen, Danish, 21619 Victor

Dance of Greeting, Danish, 20432 Victor

Gustaf's Skoal, 20449 Victor

Klappadans, Swedish, 20450 Victor

Norwegian Mountain March, 20151 Victor

Seven Jumps, Danish, 21 Victor

Shoemaker's Dance, Danish, 20450 Victor

Summarize the facts about the people that are evident from their dances.

7. From your library (whether room, city, county, or state) borrow books about the Norsemen. Ask for books of folk tales of each of the Scandinavian countries.
8. Select one or more of your favorite fairy tales by Hans Christian Andersen. Make puppets with which to dramatize the tale or tales.

Present your play for your own enjoyment. Give a special presentation for the children in the primary grades.

9. On sheets of paper 12" x 18", mount at the top a silhouette of a European country that you have studied in this text. Below this silhouette mount a silhouette (using a different dark-colored paper) of a state or states almost equal in area to the European country. Letter the names neatly below the silhouettes.



## 6. RUSSIA, A GIANT COUNTRY

*Russia is a vast land which is both European and Asiatic.* Its official name is the Union of Soviet Socialist Republics. The initials of this name are USSR and are often used in referring to the country. We can see by looking at a map or globe that Russia has many neighbors. See how near the Scandinavian countries are, and Germany, Hungary, Czechoslovakia, and Poland. South of Russia are China, India, Afghanistan, Iran, Iraq, and Turkey. Russia is a large and aggressive country. Today, only the United States is a greater world power.

You have heard much about Russia. Americans often talk about that country. Many of her ways of life are very different from ours. Her government is very different. We do not approve of this form of government because under it the people do not have the rights that we enjoy.

In World War II, Russia fought hard to help defeat Germany. Six days before the war with Japan ended, Russia declared war on that country. Before the war we had been interested more in Russian music, dances, and stories than in the armies or the government or the business methods of the country. Many Russians had settled in the United States and had become American citizens. Some had been persecuted by the Czars and some by the Bolsheviks. Most of them were eager to be good American citizens. Many won success in farming, in business, and the professions. Several of our leading musicians and scientists were either born in Russia or are the descendants of Russians.

*Russia is larger than the United States and Canada combined.* It reaches from the Pacific Ocean across Asia and into Europe. The distance between its east and west coasts is more than twice the distance from New York to San Francisco, or about 6500 miles. Russia extends about 2400 miles from north

to south. This huge country, spreading over much of Asia and part of Europe, has a great variety of climate, soils, natural resources, and products.

Look at the globe and you will see that a part of Russia almost touches Alaska. It is only about sixty miles across Bering Strait from Russia to Alaska, a territory of the United States. When the strait is frozen, one can walk from the United States to Russia. In Bering Strait are two islands—Big Diomedé Island and Little Diomedé Island. Big Diomedé, Russian territory, and Little Diomedé, American territory, are only four miles apart. To the west, Russia reaches into Europe. About two hundred million people live in this vast country of Russia, or the Union of Soviet Socialist Republics. Perhaps more types and races of people live in Russia than in any other country of the world.

*Russia has many chains of mountains, great rivers, and lakes but few seaports.* We shall not try to describe all of them. There are great chains of mountains—the Ural, Caucasus, Altai, and Tien Shan. These influence the rainfall and climate. Among the large rivers are the Volga, Dnieper, Don, Dniester, Dvina, Ob, and Lena. There are several large lakes and the Caspian Sea. As we look at the map of Russia on page 290, we see that she does not have many good seaports. She is shut in from the great seas. Compare great Russia and little Denmark. Which country can more easily trade with other countries by sea transportation?

#### PRODUCTS OF RUSSIA

*Russia is a land of many products and different climates.* We often see pictures of Russia, and many, if not most of them, suggest a cold country. Large parts of Russia do have a cold climate, but not all of that country is cold. We shall consider some of the many products of Russia. They will tell us something of the climate and seasons.



SKIING is a popular sport in practically every country cold enough to provide a place for it. Every year the important cities of Scandinavia





hold contests. Many Russian and Finnish troops traveled on skis during World War II.



RUSSIAN FARM CHILDREN going to work on a collective farm, or one owned by the government. There is much good farm land in Russia, but there are not enough modern farm machines and implements. (*Photograph by John L. Strohm.*)

Among the products are wheat, rye, barley, potatoes, sugar beets, corn, and timber. These can be produced in temperate climates even if the winter is long and severe. Other products, such as cotton, tea, and rubber, suggest a mild climate. As we think of the parts of Russia reaching beyond the Arctic Circle, we know that the climate there is cold. When we see that parts of Russia are farther south than parts of Turkey, Greece, and Italy, we know that the climate in those sections is mild. Of course, altitude, mountains, lakes, rivers, and seas may have a great influence too, but we know that the latitude also is important.

*Some products are not influenced much by climate.* Russia has such products. Among them are coal, iron, magnesium,



copper, zinc, lead, bauxite, nickel, platinum, gold, asbestos, and petroleum. These and goods manufactured from them are not restricted by climate. Other products of importance which may be influenced somewhat by climate are cattle, sheep, goats, horses, and swine. Products that come from these animals are leather, hides, meats, butter, cheese, and wool. Great forests furnish lumber and wood pulp. Russia is famous for her fish and caviar. She also manufactures many useful articles. But what of the people of this vast country?

### LEARNING FROM THE MAP

1. On a map of the Union of Soviet Socialist Republics use a string to measure the greatest distance of the country from east to west. Cut the string this exact length. Measure the string on the key given on the map. What distance did you find? Use the string to find points on the map a similar distance apart. Keep a record of the findings.

Repeat the foregoing activity with a string the length of the greatest distance from north to south in the USSR.

2. Locate the boundaries of the climatic zones on the map of USSR on page 290. In what zones does USSR lie? In which zone is most of Russia proper located?
3. Think about the zones in which Russia lies and decide what her agricultural products probably are. Check with your text.
4. Locate three of Russia's largest rivers.
5. Become familiar with the neighboring countries of USSR.
6. Note on the map Russia's lack of good seaports.

Discuss how air transportation may help Russia.



## 7. STORY OF EVENTS IN RUSSIA

*There were people living in Russia early in the Christian Era.* How early we cannot say. Some of the Slavs from the region long known as Poland pushed eastward into the fertile lands which are now a part of Russia. Asiatic tribes came from the southeast. Since they had learned to use horses, they soon overcame the Slavs who fought on foot. About the third century came the Goths from Sweden and later the mighty Huns from Asia. Fighting and exploring went on much as it did in central Europe. Slowly a more orderly civilization grew. About the year 1000, Vladimir, who had gained great power, became the first Christian ruler of Russia. He encouraged the teaching of Christianity to the people. Christian missionaries from Greece came to teach not only religion but the culture of the Mediterranean peoples of that time. This had a great influence upon the life of Russia.

*Genghis Khan and his hordes invaded Russia.* These Mongolian Tartars swarmed into the lands of what is now Russia about the year 1240. They first took the rich lands between the Black Sea and the Don River, but their influence soon spread far beyond this. For nearly three centuries the Tartars were in control of a large part of Russia.

In the meantime a fortified village called Muscovy or Moscow was built where the city of Moscow now stands. The people of Muscovy—Muscovites—traded with the Tartars and prospered. At last they developed strong leaders, among them Ivan IV, called "the Terrible." He was exceedingly cruel and ambitious. He became the first Czar of Russia (1533). The Russian word "Czar" means Caesar.

*The Romanovs ruled Russia.* Members of the Romanov family ruled Russia from 1613 until the Revolution of 1917. During these three hundred years the country grew in power under the leadership of this family.

Peter the Great (1672–1725) is considered the founder of modern Russia. He wanted Russia to become more European than Asiatic in culture, although much of the territory was in Asia. He, and most of the rulers who followed him, ruled with an iron hand. Some became very harsh and cruel. Millions of Russians were serfs who lived under wretched conditions. In 1861, the serfs were freed under Czar Alexander II. This improved their lot slightly, but they were still poor and enjoyed few rights.

Russia entered World War I against Germany in 1914. She had vast armies, but they were not good fighting units. They suffered terrible losses and were defeated at the hands of the Germans. When the armies were beaten, a revolution was started. The government collapsed. The czar and his family were made prisoners and were later executed.

The Revolution of 1917 made a great change in the vast country of Russia. Russia ceased to be a Monarchy and became a Communist Republic. This new form of government provided that property should be held and managed by the state.

*A powerful Communist party took control of the country.* Their early members were called Bolsheviks, meaning “majority men.” Actually they were a small *minority* of all the people. What do we mean by majority and minority? The people of Russia were tired of fighting and had become resentful of the czars. They were willing to listen to the promise of the Bolsheviks, whose slogan was, “Peace, Land and Bread.”

The leaders of the Communist party set about with great plans to make Russia strong. They started a series of “five-year plans” in 1928. First, the country planned what improvements could be made during the next five years.

When World War II began, Russia was busily engaged with her five-year plans. When she was attacked by Germany, she had to give up her program for the time. After the war, she again took up the work of carrying out long-term plans.

## THE GOVERNMENT OF RUSSIA

The treatment of many individuals in Communist Russia has often been harsh. Russia is not a country of individual freedom as we consider freedom in the United States. The individual cannot own much property and only a small minority can belong to the Communist party, which really governs the country. People in the United States consider this very undemocratic.

*The government of Russia is known as a socialist state of workers and peasants.* There is a parliament of two houses in Russia: the Soviet of the Union and the Soviet of Nationalities. The first is supposed to represent the people at large. The second represents the several national groups. The parliament meets twice each year but it has little real power. The great power in Russia rests with the head of the Communist party. He has the power of a dictator.

The government offices are inside the Kremlin. This is a "city within a city." It lies behind carefully guarded walls within the city of Moscow. Behind these walls live the dictator of the USSR and a large staff of government officials. The two hundred million people of Russia are ruled by a small group of men in the Kremlin. Any one who disobeys their orders is severely punished. Millions have been put into concentration camps. In these camps the food is so poor and the work so hard that tens of thousands die every year.

## USING THE ENCYCLOPEDIA

Choose one of the following topics and make an interesting report to your class. Use the encyclopedias and information from other references.

Before beginning your report, review the suggestions found on page 59 of your text.

The Early History of Russia  
Vladimir  
Genghis Khan  
Ivan the Terrible

Peter the Great  
Russia in World War I  
Russia's Five-year Plans  
The Kremlin



## 8. THE LIFE OF THE RUSSIAN PEOPLE

*The Russians have many "collective" enterprises.* The government owns the great factories, transportation systems, and most of the land. Even the farming is now done on a large scale on "collective farms." For many years the peasant farmers have lived in small villages. Their homes have changed very little, but methods of farming have changed in many ways.

*The peasants live a simple life.* Their food consists of black bread (rye); *kasha*, a cereal made from millet; *borsch*, a soup made of beets to which sour cream is added; potatoes; cucumbers in season; and cabbage. There is some meat but it is not plentiful for all the people. Sunflower seeds are often chewed as a kind of dessert.

The peasant's farm home is small, containing only one or two rooms. Many houses are built of mud bricks, but if timberlands are near, the walls will be made of logs. The floor is pounded earth and the roof is thatched. There is a great brick oven or stove for both heating and cooking. During very cold weather the family may sleep on top of the great oven, which often reaches from one wall to the other.

The farmhouses are grouped in a small village—perhaps a hundred of them. Behind the houses are the sheds and barns for the farm animals and for fodder to feed them. There will also be a store, medical station, a school, and usually a nursery. During the growing seasons, men, women, and the older children go out to the fields. Very young children are cared for in the nursery, and the other children go to school.

The village bathhouse is popular. It is well built of logs. Along the sides are benches. In the center are barrels of water into which hot stones are dropped. The steam swirls up and fills the place. The bathers perspire as the vapor covers them. Now and then they rush outdoors and rub each other with snow. Then

back they go for more steaming. Some remain in the bath for hours.

A peasant may own a little house of his own, a garden, chickens and a cow, but the large fields belong to the state. The people of such a village may run a farm of 1500 acres. They use tractors, great seeders, cultivators, and harvesters furnished by the government. Each person has his own special work to do on the collective farm.

At harvest time a share of the crops must be given to the government. What is left is then sold or divided among the workers. Each person receives money or products, or both, according to how much and what kind of work he has done. Each family may use what the garden produces. If there is a surplus of anything, it may be traded or sold. This type of farming is called collective farming.

*Russian workers attend many meetings.* At the close of the day farmers may attend meetings to learn better ways of farming. There may be a lecture or demonstration on how to grow better crops, repair a tractor, or select better seeds. Factory workers also meet to discuss their work. They check their own efficiency and try to improve it. When all these workers meet, they talk about their work. They may also talk about the government but they cannot criticize it. Perhaps they will sing together or listen to instrumental music.

*There are large and beautiful cities in Russia.* Moscow is a city of over four million, and Leningrad has a population of over three million. These are the largest, but there are many other cities. After the Russian Revolution in 1917, people moved so rapidly from the country to the cities that there was a great shortage of houses. In thousands of cases a family was compelled to live in one or two rooms. Slowly more apartments were built, but there are still too few houses for all the people.

There are some broad avenues in the newer parts of the

cities, but in the older parts the streets are narrow and crooked. Modern skyscrapers have been built beside old churches and small shops. So many changes have been made in so short a time that there is confusion.

Shopping is regulated by the government. A person is allowed to buy only a limited amount of goods even if he has the money to buy more. This is done so that all may have a chance to buy what they may need. Unfortunately, Russia has not been able to produce enough goods for everyone. People stand in line waiting for a chance to buy a pair of shoes or some clothing, and then when the shop is reached the article of the right kind and size may not be had.

#### NATIONALITIES IN RUSSIA

*The people of Russia are of many nationalities.* About half of the people are known as Great Russians. They have been the leaders and pioneers in developing the country. They are a mixture of Tartars, Finns, Scandinavians, and Slavs. They have light skins but dark hair. Next in number are the Little Russians or Ukrainians. There are about thirty-five million of them. White Russians live in the region near Poland and have lighter complexions than most of the other people of Russia. Other groups include people of the yellow race with slanting eyes and straight black hair. Far to the north are Lapps and Finns, and in the arctic are the Eskimos.

About 80 per cent of the people of Russia belong to the white race, 10 per cent to the yellow race, and 10 per cent are a mixture of these. The principal religions are the Christian, the Mohammedan, and the Buddhist.

#### BUSINESS IN RUSSIA

*Practically all business is run by the government.* The government owns and operates the railways, streetcars, buses, subways, and taxis. Since very few people own their own cars, the



buses and trains are usually crowded. Factories, mines, steel-works, printing presses, newspapers, and stores belong to the government. Small industries may be organized as cooperatives, but they, too, are under the direction of the government. Russia does not approve of free enterprise. The government regulates all business. Everyone who is able must work, both men and women. They have a slogan that "He who does not work shall not eat." The worker in Russia receives little more than a bare living. Most of what he earns is used in developing the country and in maintaining a large military force.

As one visits Russia he is amazed at the large number of women doing such work as driving trucks and buses, mining coal, repairing machines, and working in mills. Many women are officials in the government; some of them are in high positions.

#### RUSSIAN CULTURE

*The Russians are fond of music, sports, and the theater.* All the people are encouraged to observe holidays and take part in recreation. The theaters are always crowded. If an opera is given, the people are especially pleased. They love music and dancing, and the Russian ballet is world famous. The people are encouraged to write and present their own plays and operas, but they must not criticize the government. Groups are organized all over the country who are interested in playwriting, story writing, and poetry. Great numbers are interested in physical culture and sports. It is said that about ten million Russians belong to sports clubs.

*Science and art have meant much to Russia.* Russia has used science to develop her great industries. Studies have been made of better ways to manufacture and to mine. The fertilization of soils and the selection of good seeds have been studied by scientists. Trained engineers have built great factories and manufacturing plants.



**RUSSIAN BALLET.** This picture, taken in a Moscow theater, shows a waltz scene in the ballet "Nutcracker," by P. Tchaikovsky. (*Photograph by Sovfoto.*)

The Russians have a great reputation in the arts—music, painting, literature, and the theater. There have been wonderful Russian musicians. You may know some of Tchaikovsky's music. If you have a record of his "Nutcracker Suite" or "March Slav," you will enjoy playing it. Stravinsky wrote beautiful music for the ballet. The Russians have long been famous for their dancing.

Here are the names of some famous Russians whose lives extended into this century.

Antokolsky—Sculptor  
Glazunov—Composer  
Mendelyceev—Chemist  
Pavlova—Dancer  
Tolstoy—Author

Berkhterev—Medicine  
Kropotkin—Geographer  
Pavlov—Physiologist  
Repin—Painter  
Turgenev—Author

Many others could be added, but these suggest the interests of the Russian people.



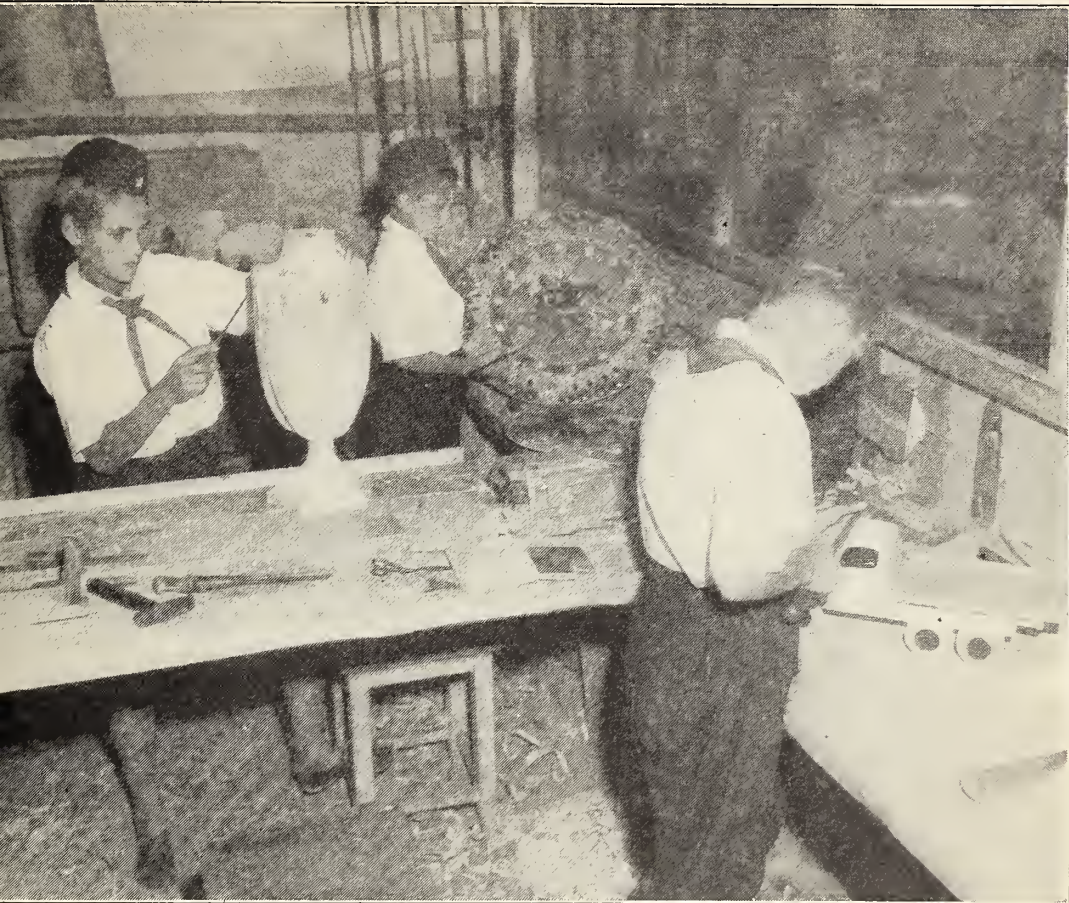


RUSSIAN SCHOOL CHILDREN studying geography. This picture was taken in a small rural school. Note the serious interest of the pupils, as shown on their faces. (*Photograph by Sovfoto.*)

*There is great interest in reading.* A part of the Soviet plan in Russia is to teach everyone to read. Most of the people can read, but reading materials are closely censored. Few foreign books and magazines are admitted. The old folklore stories are widely read, and the success stories of the new Russia are very popular.

Since many languages are spoken in Russia, newspapers are published in over fifty languages, it is said. The newspapers contain no advertising, no comics, no fashion news, and little of foreign news. The government controls the press and the radio very carefully. The people can read and hear only the things which are approved by the government.





"PIONEERS" IN RUSSIA making and painting various objects in the wood-working shop of a Pioneer Camp. Groups compete with one another and are scored on the work accomplished. (*Photograph by John L. Strohm.*)

#### TRAINING OF RUSSIAN YOUTH

*All Russian children go to school.* When a child is seven he must start to school and continue for seven years. Many go to some kind of nursery school earlier. Small children are left in a nursery while their mothers work in factories or on farms.

The children whose native language is not Russian, learn Russian in school. Much of their time is spent in learning about the geography and history of their own country. Little attention is paid to other countries. You are now learning about Russia but if you were in Russia you would not be allowed to learn much about the United States. What do we think of this?

*Russian youth become "Pioneers."* Schools close early in the afternoon. Then the children are off to a "House of Pioneers." This is the meeting place of the Young Pioneer Clubs, which include both boys and girls. To become a member, the candidate swears that he will be loyal to the leaders of the Communist party and that he will defend his country. He may then put on the red scarf which is the badge of membership.

Many activities are held in the House of Pioneers. The children may work with tools, play games, play musical instruments, paint, draw, sing, or enter sports. These activities are all closely supervised by the government.

Hitler and Mussolini had, in their countries, clubs for young people that were somewhat like the Pioneers. The purpose of these clubs in Germany and Italy was to train the youth to be willing servants of the state and to obey without question all orders of the rulers. This is also the purpose of the Young Pioneer Clubs in Russia.

## 9. SOME OF RUSSIA'S NEIGHBORS

*Russia has several important little neighbors that are called Baltic countries.* They are called Baltic countries because they are near the Baltic Sea. We do not have space enough in this book to tell much about them, but they are important. Many good American citizens have come from these lands.

The map on page 341 shows the Baltic Sea and the Gulf of Bothnia. These waters are east of Sweden. Beyond them are the four countries: Finland—north of the Gulf of Finland—and Estonia, Latvia, and Lithuania. Beyond these countries is Russia. These countries were once a part of Russia, but after World War I they became independent republics.

Finland is the largest in area and population. The northern part joins Sweden, and the eastern part joins Russia. Just south of Finland lie Estonia, Latvia, and Lithuania. These countries are now again a part of Russia.

*Poland lies between Germany and Russia, in a great plain.* The word Pole means “plain” or “field.” Poland has a long history. Hundreds of years ago it was one of the largest countries in Europe. Its territory was finally taken by Russia, Austria, and Prussia (a part of Germany). After 1815, Poland disappeared from the map as a separate country. The people retained their love of liberty and dreamed of the day when their country would be restored. Their dream came true at the end of World War I when Poland again became an independent country.

The people of Poland are called Poles. Thousands have come to the United States where they have become good citizens. Many have settled on farms and others have gone to the cities. Since most of the Poles lived on the land in their native country, they have been successful in farming here in the United States.

The Poles are hard workers, but they also enjoy holidays and



festivals. On a holiday they dress in bright colors and join in feasting, singing, and dancing. Poland has produced a number of fine musicians. Perhaps the best known was the famous pianist Paderewski. He appeared in concerts in all parts of the United States. He also became prime minister of Poland for a time. Another Pole, Madame Modjeska, became a great actress. She spoke perfect English and was a great success on the British and American stages.

Poland was our friend during the American Revolution. Benjamin Franklin invited Kosciusko to come to America and help General Washington. Kosciusko knew how to build good forts. This was his work all through the war.

Count Pulaski, another Pole, became a general in Washington's army. He fought bravely for America until he was killed in battle. Thus we see that from the beginning of our country the Polish people have been our friends.

Have you known someone whose ancestors came from Poland? Invite a Pole to visit your school and tell something of the Polish people.

*Czechoslovakia is a famous small country in eastern Europe.* Find it on the map. People sometimes say it has its head in Europe and its tail in Asia. Its long name tells us something about its people. The Czechs or Bohemians live in Bohemia and Moravia. The Slovaks live in Slovakia. After World War I, Czechoslovakia became a republic somewhat like our own. Their first president, Masaryk, had lived in America where he learned how good a democratic government may be. America and Czechoslovakia rapidly became good neighbors.

The Germans invaded Czechoslovakia in World War II. Since then the people have tried to rebuild their government. Although it is a small country of about fifteen million people, it has good industries and agriculture. Beautiful glassware, fine textiles, shoes, toys, and novelty goods are manufactured. There



A POLISH FESTIVAL is a gay and highly colorful occasion.



are rich mines of iron, graphite, garnets, silver, copper, and lead.

Many people of Czechoslovakia have been helpful to America. One of these was Comenius, who lived about three hundred years ago. He was the first person to put pictures in schoolbooks for children. How dull some books would be without pictures!

Dvorak, a great musician, came from Czechoslovakia and lived in America for several years. He was a composer. His "New World Symphony" is very beautiful. Perhaps you can play a record of it. What does the title suggest about Dvorak?

Jan Kubelik, a Czech, became a famous violinist. He played in many countries and was very popular in the United States.

*Rumania is the northernmost of the Balkan states.* The territory of Rumania was once a Roman province. For this reason the language spoken is a Romance language, that is, akin to Latin. Rumania is a kingdom with fertile lands for farming, and rich oil fields. All through its history it has been troubled with wars, and many of the people are very poor.

In order to find a better life, many Rumanians have come to the United States. Some have gone to the cities; others have become farmers. Nearly all have become good citizens. They have brought with them their love of music and dancing. They sometimes give entertainments in costume, which are always a delight to their friends. Some have become professional musicians and members of our best symphony orchestras.

They like artistic things; many do fine painting and hand-crafts. Zolnay, a famous Rumanian artist, is best known for his sculpture. He has lived in the United States for a long time. Some of the finest statues in the South were made by him. One of his famous works is a memorial to Woodrow Wilson, made for Rumania. How does this show friendship between our two countries?

*Hungary was once a part of the Austro-Hungarian Empire.* After World War I, Hungary became a separate country. The





HUNGARIAN WOMEN  
WEARING TRADI-  
TIONAL COSTUMES  
with fine embroidery  
and billowing pleated  
skirts. (*Photograph by  
William Van Til.*)

Danube River flows through the country, and the rich fertile valley is like a great garden. The farmers till the soil with care and produce wonderful crops. Agriculture is more important than manufacturing. Grains, vegetables, and fruits are shipped out on the great Danube River.

Most of the people live in villages and go out each day to work in the fields. Life in the villages is a happy one although the people are poor. Coming in from the fields at the end of the day, they meet to talk and sing together. They like music, and some Hungarians have become great composers and musicians.

Budapest is the capital and most important city. It is situated on the Danube and is one of the finest capital cities in Europe. There are fine parks, beautiful public buildings, cathedrals, and churches.

Thousands of Hungarians have come to the United States and many have become distinguished. One of these was Joseph Pulitzer. Coming to New York as a poor boy, he later built a great building on the spot where he was refused lodging when he first arrived. He became a great newspaper publisher and

HOME OF A HUNGARIAN PLAINSMAN, located on the Danube River. (Photograph by William Van Til.)



editor. He, more than anyone else, helped raise the funds to bring the Statue of Liberty to America. He gave a million dollars to Columbia University to build a School of Journalism. Mr. Pulitzer gave great sums of money to other good causes in his adopted country and became known as one of our great Americans.

Willy Pogany, who has illustrated so many of our books, came from Hungary. His drawings and paintings have been used to illustrate such books as *Gulliver's Travels*, *Alice in Wonderland*, and *Folk Tales from Many Lands*. Perhaps he illustrated some of the books in your library.

Have you seen weather vanes or candlesticks made of flat metal in the form of animals? Hunt Diederich, who came from Hungary, is one of our best artists or craftsmen in this work. How have he and other noted Hungarians helped you to think well of their people?

*Bulgaria is a small country, but it has had many troubles.* It is one of the Balkan states, with a population of a little over six million. Most of the people are peasants who work on small

farms. They have very little good farm machinery. Crude tools are used, much as they were several hundred years ago. They grow wheat, corn, barley, rye, oats, tobacco, sugar beets, and fruits. Many sheep graze on the slopes. There is some manufacturing, but most of the raw materials must be imported.

Sofia is the capital and principal city. It is modern in many ways and an interesting city to visit.

Bulgaria has been a battleground many times. The common people wish peace, but they have not always had good leaders. In spite of poverty the people in the villages do have happy times. On holidays they dress in colorful costumes and sing and dance together. Those who have come to the United States have been thrifty and ready to take part in community life.

*Yugoslavia is the "Kingdom of the Serbs, Croats, and Slovenes."* It is a kind of patchwork country. Much of it lies in the fertile valley of the Danube. Since it borders the Adriatic Sea it has seafaring interests. Look at the map on page 241 and see what countries surround it.

The Yugoslavs have been coming to the United States for many years. The Yugoslav artist, Vilko Gecan, has painted designs such as are common in his own country. He has helped Americans to enjoy the art of his native land.

One of our greatest Americans to come from Yugoslavia was Michael Pupin. Michael grew up as a shepherd boy. As he sat listening to the men in the village, they talked of the land of Abraham Lincoln. He decided to go to America. Arriving in New York, he determined to get a good education. At Columbia University he became a great scientist and inventor. As a professor he trained many young men to be scientists. He so loved America that he wrote the story of his life—*From Immigrant to Inventor*. In it he tells of the wonderful opportunities he found in this country. Perhaps you can read a part of this book.

That part of Europe containing Rumania, Bulgaria, Greece,





MICHAEL PUPIN'S BIRTHPLACE pictured by the artist, S. Kolesnikoff. One of Pupin's inventions made possible long-distance telephone calls.

Albania, and Yugoslavia is called the Balkan Peninsula. For hundreds of years most of the Balkans was under the control of Turkey. The rule of the Turks was so cruel that the people rebelled time after time and finally won their independence. The Balkan countries have frequently fought among themselves. There have been so many wars in the Balkans that this section has been called the "powder keg" of Europe. World War I started in the Balkans.

The governments of all of these neighbors of Russia, except Greece, are now controlled by Communist minorities. These governments work closely with the government of the USSR

and are largely under its direction. Most of the people in these countries do not like the Communist form of government but are forced to accept it. They look forward to the day when they will again be free. The Greeks refused to accept a Communist government. In their struggle against Communist influence, they were assisted by the United States.

### THINGS TO TALK ABOUT

1. After the revolution and the overthrow of the czarist rulers in 1917, why did the motto of the Bolsheviks appeal to the hungry masses of people?
2. How will the new Russian slogan, "Work, study and learn," aid their country's growth?
3. Tell what you think is meant by the statement, "In Russia the airplane followed the oxen."
4. Have a teacher-pupil discussion about why we like our type of government better than we like the Russian system.
5. Discuss why Americans and citizens of other countries are not permitted to travel freely or to study in Russia.
6. Why was World War II an especial tragedy to the Russians?
7. Decide what Americans would miss most in Russia.
8. Discuss the importance of reading world news and listening to it daily over the radio.

### FOR YOU TO DO

1. Paste six equal rectangles of brown paper on a poster. These rectangles represent all of the land of the earth. With a crayon or pencil color one rectangle. This colored rectangle shows you what part of the world's land surface is controlled by USSR.
2. Make a bar graph that shows:
  - a. European Russia is  $\frac{1}{4}$  of the total area of USSR.
  - b. European Russia has  $\frac{3}{4}$  the wealth of USSR.
  - c. European Russia has  $\frac{3}{10}$  the population of USSR.
3. Make a graph showing the percentages of the different races in Russia.

### BOOKS YOU WILL LIKE TO READ

- Asbjorsen, Peter C. *East O' the Sun and West O' the Moon*. New York: Viking Press, 1938 (easy reading). Illustrated. A delightful collection of Norwegian folk tales.
- Burglon, Nora. *Sticks Across the Chimney*. New York: Holiday House, 1938 (fairly easy). Illustrated. Amusing story of Siri and Erik who live on a farm in Denmark.
- Carpenter, Frances. *Tales of a Russian Grandmother*. New York: Doubleday, Doran & Co., 1933 (easy reading). Illustrated. Folklore and family life described in simple tales.
- Charushin, E. I. *Baby Bears*. New York: Macmillan Co., 1944 (very easy). Illustrated. A lively tale but accurate from the standpoint of the naturalist. Translated from the Russian.
- Hamsun, Marie. *Norwegian Farm*. Philadelphia: J. B. Lippincott Co., 1933 (not too difficult). Illustrated. Delightful stories of Norwegian home life.
- Moore, Nelle E. *Near the Top of the World*. New York: Charles Scribner's Sons, 1936 (very easy). Illustrated. A description of life in Scandinavia today, together with a number of folk tales.
- Nazaroff, A. J. *Land of the Russian People*. Philadelphia: J. B. Lippincott Co., 1944 (not too difficult). Illustrated. An overview of all Russia. Describes life in Siberia as well as in cities. Traces history from the Czars to the Soviets.
- Turngren, Annette. *Copper Kettle*. New York: Thomas Nelson & Son, 1939 (fairly easy). Illustrated. Stories of childhood and family life in Sweden.



## UNIT VIII

### *Neighbors Across the Pacific*

We know that Columbus and other explorers had heard of Mareo Polo. The story of how he had traveled to China had been told and published in a book. Even before this there were tales of a great country which we now know as China. Since most people could not write or read, they must depend upon hearsay. This meant that the stories were changed in the telling. People were not sure of the facts.

Look carefully at the globe and note that China is a large part of Asia. Also observe that it is west of the United States. Look at a large map and see how big China really is. Now let us learn about it and its neighbor Japan.

#### 1. THE CHINESE EMPIRE

*Nations are neighbors.* Some are near each other and some are far apart. China is our neighbor although she is thousands of miles away. The great Pacific Ocean lies between China and America. When Columbus was alive, or even when Washington was President, China seemed very far away. In Washington's day ships sailed to China and around the world, but they traveled slowly. The ships were built of wood and were sailing vessels. Wind was their only power. Today the mighty ships of steel rush through the water, driven by great engines. Airplanes speed at hundreds of miles per hour between China and the United States. Cables and radio send messages within seconds.



SAMPANS, though small and flimsy-looking boats, are the homes of many poor Chinese. Modern business houses and hotels of Canton in the background. (*Photograph by Ewing Galloway.*)

We can exchange messages with China more quickly than you can walk a mile! China is our neighbor.

#### THE GEOGRAPHY OF CHINA

*China is a giant in area and in population.* No one knows how large China is because it has never been carefully surveyed. We do know *about* how large it is. It is larger than the United States. In this great area there are different kinds of climate, valleys, mountains, streams, crops, and natural resources. Let us be sure to understand that China is very large and that there are many differences within it.

It is said that one can find every kind of climate in China. In the southern valleys it can be hot and moist. In the highlands of northern China the winters can be very cold.

Much of China is rugged and mountainous, but the rivers and valleys are of great importance. In the valleys food can be pro-



JAPAN AND HER NEIGHBORS, China, Korea, Manchuria, and Russia.

duced for the huge population. There are so many people in China that every bit of fertile land must be used to grow crops. Even when the land is well cultivated, there may not be enough food for all the people.

Many of the rivers furnish a means of transportation. The Yangtze is not only the largest river in China but the greatest river in all Asia. It drains central China, flowing a distance of three thousand miles from the mountains of Tibet to the East



China Sea. This river, with its tributaries and canals, forms a water transportation system which is second to none of its kind. At the mouth the Yangtze is about thirty-five miles wide. Large ocean vessels sail up this great waterway as far as Hankow—a distance of several hundred miles.

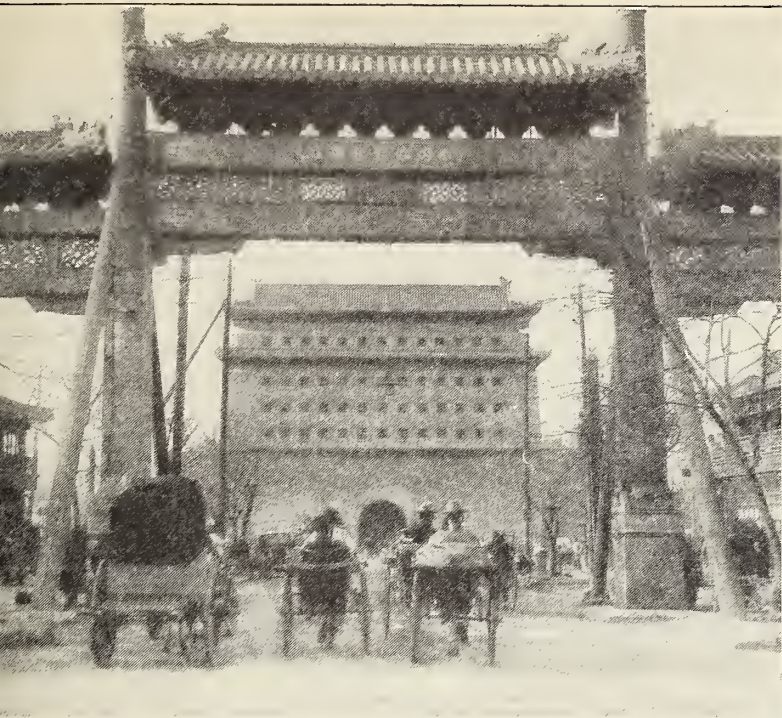
The Hwang Ho or Yellow River is the principal river of North China. It is the second river in size but it is not useful for navigation. In winter it is too shallow, while in summer the current is too swift. When the river overflows its banks it destroys crops and many lives. For this reason it has been called the "Sorrow of China." It is called the Yellow River because it carries the yellow soil washed from the mountainsides.

*The provinces of China differ from each other greatly.* The differences among these provinces are as great as the differences among our states, or more so. The climate, agriculture, and industries are not the same in Florida and Maine, or in Nevada and Illinois. So it is in the various parts of China.

#### THE STORY OF CHINA

*China is centuries old.* How old China is we do not know. Great scholars believe Chinese civilization may reach back several thousand years. Certainly it is much older than the civilization of Europe and America. The records of civilization are found in the way people have made roads, buildings, pottery, statues, tombs, and temples. Sometimes there are written records which are very old. Such things as these in China have been carefully studied.

*The Chinese are proud to tell stories about their country.* Chinese children love to hear stories of long, long ago. They know that China is a very old country and that stories of the past are well worth hearing. There are stories about the land, the sea, and the sky, but the best of all is the story about the creation of the earth.



THE CHIEN MIEN GATE IN PEIPING is the main gateway to this walled city. *(Photograph by De Cou from Ewing Gal-  
loway.)*

The story is something like this. For a very long time there was confusion. There seemed to be no plan for anything. At last came Yang and Yin. Yang was masculine, warm, active, and bright. Yin was feminine, dark, and cold. According to the story, Yang and Yin lived together for many years and finally P'an Ku was born. P'an Ku grew to be a great and mighty man and then turned into the earth itself. Even his form changed to that of the earth. His head became the mountains. The clouds came from his breath. His hair grew into trees, and his veins became rivers. Of course, his voice became thunder. What a great voice it must have been! His sweat became rain, and his teeth and bones became metals beneath the surface of the earth. Where did the people come from? The insects which crawled over him became people.

P'an Ku had much work to do. He created the sun, the moon, and the stars. He had three assistants to help him to do this work. They were a dragon, a tortoise, and a phoenix. The phoenix was a miraculous bird from the sun-god. It could live

hundreds of years and when consumed by fire could rise fresh from the ashes. The tortoise was a giant turtle, and the dragon was the most powerful of the three.

The dragon is honored in China to this day. It is shown in children's picture books. Dragons made of paper are popular on holidays. Even the Chinese throne became known as the "dragon throne." For many years the Chinese flag was a black dragon on a yellow field. There are hundreds of tales told about the dragon in China. It has wonderful powers to help or harm people, so they say, and must therefore be treated with respect. What came of the work of Yang and Yin and the Great P'an Ku and the world that was made? Let us see. We know that this tale is a myth. But we also know China is a real country and that it is very old.

*The Chinese considered other nations as inferior.* The haughty emperors made foreign envoys *kowtow* before them. This meant that the representative of even a great nation must lie flat on his face before the emperor. The people of other nations did not like this. They believed nations should treat each other fairly and with dignity.

#### LEARNING FROM THE MAP

Locate on the map the different geographical locations named in this section. Make suggestions for locating more points of interest such as the boundary lines of the climatic zones and bodies of water. When you are familiar with the map, play the game of HUNT. (See pages 385, 395.)

#### FACTS TO REMEMBER

Find the word *evaluate* in your dictionary and discuss its meaning. As you study about China in your text and in reference books, learn to evaluate information. Make a chart FACTS TO REMEMBER. Record on your chart only information worthy of being remembered. At the close of the unit, plan a way to check to see how many facts each pupil remembered.

You may wish to illustrate your chart.





CHINESE PLOWING RICE FIELD with water buffalo. Rice is the staple food of the Chinese. Farming is considered an art in China and festivals are held in its honor. (Photograph by De Cou from Ewing Galloway.)

## 2. THE CHINESE REPUBLIC

*The Chinese Republic began in 1912.* Years of trouble, wars, and fighting had discouraged China. Japan with modern ways had defeated her in war. The old Chinese empire was weak and corrupt. A new and better government was needed. Dr. Sim Yat-sen was the man of the hour. Under his leadership a republic was founded February 12, 1912. A great change was taking place in China. She was becoming modern in some ways although she could not change quickly. Remember how big China is. It is larger than the United States and the population is much larger. People in some parts of the country would not hear of

the change in its government for many years, since communications were still poor. China was like a great giant stirring from his sleep. It would take many years for this old country to become modern.

#### CHINESE FARMING

*Agriculture is important in China.* By careful farming, barely enough food can be grown for all the people. Even though the farmers struggle to produce food, there is often a shortage because of floods or drouths. At such times thousands of people starve. North China has a climate for growing wheat and other grains. In southern China, rice is the great food crop. It is a more important grain in China than wheat or corn.

Although rice is the great crop, there are many other important crops in China. In North China, wheat, oats, millet, corn, barley, potatoes, and soybeans are grown. Most of these can be grown also in parts of South China. To the south one finds fields of cotton, vegetables, tobacco, melons, and tea. There are also orchards of apples, plums, cherries, peaches, pears, and apricots. Farther to the south are oranges, tangerines, bananas, and other tropical fruits. Sugar cane is an important crop.

*There are few forests in China.* Long ago there were trees in many parts of China. These trees were cut down and have not been replaced. Now there are only a few forests on the mountain slopes. Since there are so few trees, lumber is very scarce. The worst results, however, are the floods. The forests once held back the water, but now it rushes along and carries away the soil.

#### BAMBOO, A PLANT WITH MANY USES

*The bamboo is not a tree.* It is sometimes called a treelike grass. Several hundred species have been grown in Asia. These slender stalks have many uses. Some are used when they are small and pliable. The large varieties of bamboo may be nearly

a foot in diameter and over 120 feet high. We in the United States see bamboo fishing poles. Imagine one a foot in diameter! These large stalks are used for building. Since the Chinese have so few trees, the bamboo means much to them. It is a substitute for lumber. A single root may produce from fifty to a hundred stems. The bamboo grows very fast—even a foot a day—and is a great and good friend to the Chinese.

*The bamboo can be used in many ways.* The long stems can be split into strips to be used for floors, walls, doors, and roofs. Nearly any kind of furniture can be made from bamboo—chairs, beds, mats, cages, and curtains. A hollow joint may serve as a bucket. The long hollow stems can be used as water pipes. Small pieces are used to make combs, fans, hairpins, baskets, and boxes. Most of the chopsticks are made from bamboo. What would China do without these tall, slender stems! They can be used to make umbrellas and hats. The pith of the stem is used for making paper. The seeds are good to eat, and the young sprouts are a delicacy. They are something like our celery or asparagus. Large quantities are shipped to the United States where the sprouts are eaten in chop suey.

The Chinese consider the bamboo one of Nature's greatest gifts. They use it in all phases of their life. Artists paint the bamboo and poets write about it. It is a wonderful plant. The cutting of the forests was a tragedy! The bamboo was a gift of the gods!

#### TRANSPORTATION IN CHINA

*How do the Chinese trade and export their goods?* We already know something of this. We have learned how the rivers and canals are used for transportation. In all China there are only about 6500 miles of railroad. In the United States there are about 235,000 miles—and China is much larger. China has about 60,000 miles of good motor roads. The United States has





TRANSPORTATION IN CHINA is sometimes quite crude. Here the postman has to cross an unbridged river to carry the mail. (*Photograph by the Presbyterian Board of Foreign Missions.*)

over a million and a half miles of surfaced roads. What does this suggest to you about transportation in China? You have seen pictures of Chinese streets and roads. What do they tell you?

The canals and streams of China reach out across the plains for many miles. Thousands of cargo rafts are pushed or pulled through these canals by "trackers" along the bank. Another use of the bamboo! The Grand Canal is the most famous in China and is said to be the longest in the world. It is also very old, since it was begun several centuries before the Christian Era. It is about 850 miles long and reaches from Tientsin, near Peiping, to Chinkiang, near Nanking. Look on the map on page 385 and see how important the location is.



BUILDING A CANAL IN CHINA. Machines are few, so this work requires the labor of many men. The canal was built to lessen the danger from spring floods. (*Photograph by Presbyterian Board of Foreign Missions.*)

Goods are carried to the barges and boats in oxcarts, on the backs of donkeys, and on the backs of men. Sometimes several men will draw a great cart or wagon loaded with goods. For much of the transportation good roads are not necessary. A donkey or a man can follow a path. But things are changing. Motor roads are being built, and more trucks and cars are being used. However, the change is slow because there are so many, many people that labor is very cheap. The people are also suspicious of new inventions and machinery.

In 1876 foreigners built the first railroad in China. It was only ten miles long and was to be used only by the foreigners. The Chinese government bought the railroad and destroyed it. This was to appease the people and the gods. Great changes have since taken place. There are now trains, trucks, and many automobiles.



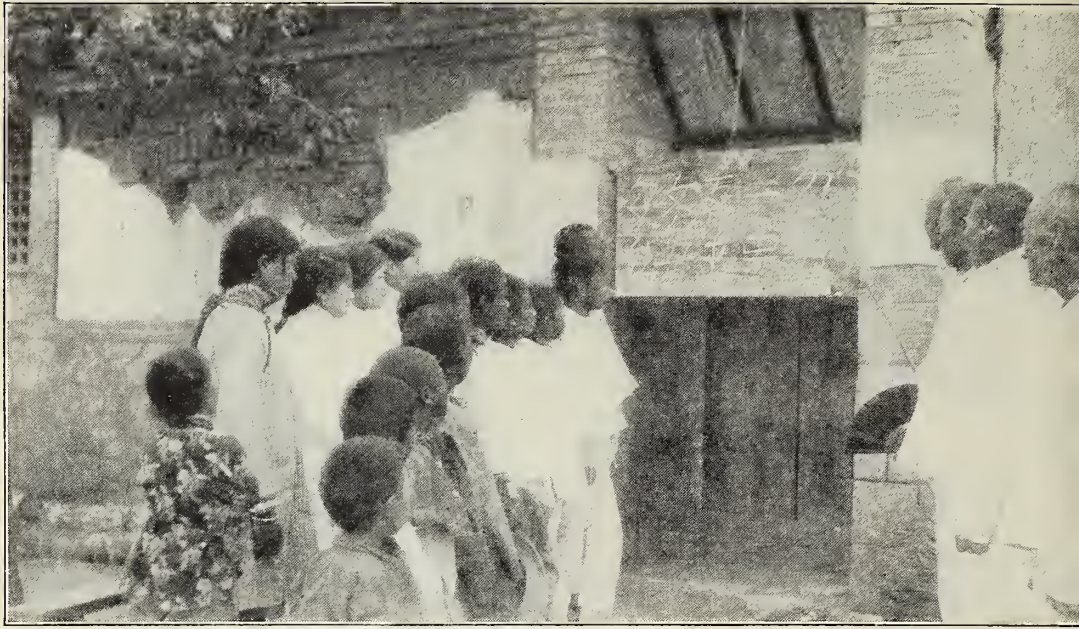


ASIA, THE LARGEST CONTINENT. This map might also have the title of Eurasia since it shows that Europe is a part of the same land mass. The





Union of Soviet Socialist Republics is shown occupying land in both Europe and Asia.



CHINESE WANT TO LEARN. Young and old Chinese are pictured here waiting for a volunteer teacher. There are too few schools for all the Chinese who want to learn. (*Photograph by Presbyterian Board of Foreign Missions.*)

#### WRITTEN AND SPOKEN CHINESE

*The Chinese spoken language is not so very difficult to learn.* In speaking Chinese, the tone used in pronouncing a word is important. One word may have many meanings depending upon the tone. This tone can be learned only by hearing it. People living far apart may not use the same tones to give the same meanings. These tones are so important and so different that sometimes the people of one city cannot understand the people of a neighboring city. If you hear Chinese spoken you will notice high and low tones.

Many dialects are spoken in China. The chief dialect is called Mandarin. This is the official spoken language and can be understood by educated people in most parts of the country. The written language is the same in all parts of the country. A man in Chunking may not understand the speech of a man in Peiping, but they can write to each other.

The Chinese have no alphabet. They use a kind of picture

writing. Each character stands for a word. This means that one must work long and hard to learn enough characters to write very much. Improvements have been made in recent years by making some of the characters simpler. Peasants and coolies may now learn to do some reading and writing by learning one thousand characters. A highly educated man may have learned forty thousand characters.

### FOR YOU TO DO

1. Copy from your text the number of miles of railroad in China. Below that number copy the number of miles of railroad in the United States. To the right of your first number copy the number of miles of good motor roads in China. Below that number copy the number of miles of good roads in the United States.

The superstitious Chinese destroyed the first railroad in their country. Write in a few sentences how the lack of good transportation has probably retarded China.

2. What are the results of the Chinese cutting their forests?
3. Using the indexes in available books, try to add to the list of the uses of bamboo given in this text.
4. Why may the Chinese have difficulty in understanding the different dialects in their language and yet be able to write to each other?

### WORKING TOGETHER

Working together, plan to make a mural in your room showing how rice is raised in China.





THE GREAT WALL OF CHINA, built about 210 B.C. as a defense against the barbarians. About 1400 miles long, it was of earth and stone covered





by a coating of bricks. The top—13 feet wide—served as a road. Every 100 yards was a square tower where fires were made as warnings of danger.

### 3. FAMILY LIFE AND ANCESTOR WORSHIP

*Family life is very important in China.* It is important in all countries, but especially in China. All Chinese children are taught to honor their parents, grandparents, and all their ancestors. The family ties mean a great deal to all Chinese. They worship their ancestors. The elders are shown the greatest of courtesy.

Since family life is so important, let us visit some family—a poor farm family. The farmers in China do not live on separate farms as American farmers do. They live in villages. The farmer walks out to his little farm each day and returns to the village at night. Some of the houses are built of mud walls and covered with a thatched roof. Sometimes the home will be a kind of cave in a bank of earth. In southern China the house may be built of bamboo. But let us look in upon the village. There are several mud cottages with floors of pounded earth. Wood is too scarce to be used for floors. The windows are few, are small, and are covered with paper because glass is very expensive.

The houses or apartments for a Chinese family are built around an open courtyard. The soil is pounded down hard like the floors in the cottages. A family in such a home will include the grandparents, their sons and their wives, and the children. If the grandfather has several sons and if each of them has many children, the family is very large. Every child is trained to live in such a family without causing trouble. The greatest respect must always be shown to the elders.

*The women do most of their work in the courtyard.* They spin, weave, and make clothing. This is the place for preparing vegetables and other foods to be stored for winter. As the women work, the young children play. There may be chickens and pigs running about eager for a bit of food. The elders who are too old





A CHINESE FARMER AND HIS FAMILY. Some farmers build altars to their gods of the fields and pray to them, as above, for good crops. (From *"The Good Earth"*—Courtesy of Metro-Goldwyn-Mayer.)

to work may sit in the sun and talk. They watch the children and young people and allow no discourtesy.

The furniture is very simple. The stove is made of bricks or mud. Dry grass or weeds may be used for fuel. The cooking utensils are made of thin iron so that a small fire will heat them. The bed found in northern homes is interesting. It is a broad shelf made of mud. Under it is a place to build a fire. In very cold weather the fire warms the bed on which the people sleep. The bed may be covered with a layer of straw. This kind of bed is called a *k'ang*. How would you like to sleep on it? Would you prefer this to a soft mattress? In the south where the climate is warm, a piece of matting is enough for a bed.

What are the foods for such a farm family? In the south, rice is the most common food. There are also vegetables and some-



GRAIN GRINDING IN CHINA. The wealthy Chinese use a blindfolded donkey to grind grain. If not blindfolded, the donkey would stop to eat the grain. (*Photograph by Presbyterian Board of Foreign Missions.*)

times fruits. The Chinese are good cooks. They prepare a tasty sauce from soybeans, salt, and spices that is added to the rice and vegetables. In the north where wheat is grown, the farm family may enjoy the luxury of noodles or pancakes. Not much meat is eaten. A bit of chicken or pork may be used to make a meal appetizing. The food is eaten with chopsticks, which are used with great skill.

The work about such a Chinese home is never finished. Often water must be carried to the fields to keep the crops alive. Grain may be ground by pounding it in a hollow stone. Sometimes a prosperous farmer may have a millstone pulled round and round by a donkey. In this way grain can be ground faster.

*Some poor families live on boats.* Along the coast and rivers live many fishermen. Fish is an important food, and thousands





THE HOUSEBOAT CHILD (*left*) wears a life preserver tied to her back as a regular part of her clothing. The peddler (*right*) lives on the few cents he makes each day selling pins, combs, buttons, and tape. (*Photographs by Ewing Galloway and James Lafayette Hutchison.*)

of Chinese are fishermen. The common, family fishing boat is called a *sampan*. It is a simple flat houseboat. Since it is used where the climate is mild, only protection from rain and sun is needed. Cooking can be done over a few coals in a metal pot. Matting spread out on a small deck is a bed. While the father catches fish, the children dip up floating pieces of wood with a small net. These are dried for fuel. Many families spend a lifetime on such a boat. It is one kind of Chinese home. The fishermen become very skillful and delight in catching fine shrimp and other delicacies for special feasts.

*Chinese clothing is distinctive.* It is much the same in most parts of China. The men wear baggy trousers and over them a long gown. In very cold weather these gowns may be heavily padded for warmth. The women dress much the same as the men



do but wear a short jacket instead of a long robe. Fortunate is the farmer in the north who can line his clothing with fur or sheepskin. Black is the most common color for clothing, but blues are popular, particularly in summer. Shoes or sandals are made of straw and cloth. When the weather is very warm, straw hats are worn. Women often tie a square of colorful cloth over their heads.

*Let us visit the home of a well-to-do family.* At the gate is a servant. He stays in a tiny compartment ready to serve anyone who wishes to pass. As the gate swings open, we enter a lovely courtyard of shrubs, trees, and flowers. There may be a pool and possibly a fountain. Goldfish swim in the pool. Birds sing in the trees. We pass through another archway to another court. It is finer than the first. The house is built around this court. It is a series of houses or apartments with beautiful latticed windows and well-furnished rooms. Small tea tables are ready for use. There are chairs and perhaps a few paintings or a beautiful vase. A dining room large enough for a big family can be seen. Beyond it is the kitchen. There is an apartment for each son, his wife and children. There are servants to do the work and keep the house.

In such a home there is always plenty of food—meats, fruits, fish, choice tea, and fine wines. The men in such a home may wear long silk robes over their baggy trousers. The women wear long, colorful silk gowns, slit on the sides to the knees.

More and more well-to-do people in the cities dress much as do the people of America. In China one may see men dressed like prosperous New York businessmen, and near them, on the street, Chinese coolies dressed as they have dressed for centuries.

#### THE ACTIVITIES OF THE CHILDREN

*The Chinese believe in education.* There have been schools in China for many centuries. Not all of the children have been

ORCHESTRA  
PLAYERS FOR  
A CHINESE  
CIRCUS. Music  
in China has a  
long history.  
Two thousand  
years before the  
birth of Christ,  
China had  
drums and wind  
and stringed in-  
struments. (*Photo-  
graph by Pa-  
cific Press Serv-  
ice.*)



able to go, but the children of the well-to-do have always gone to school. The Chinese have great respect for learning. The scholar is the most honored person. For many, many years the schools were very formal. Pupils were forced to do much memory work and pass long examinations. The present schools are more like American schools. Even now only about a fourth of the children go to school.

When a child is born he is considered a year old. When New Year's Day comes, he is a year older. His age is counted in this way. If a boy were born two weeks before New Year's Day he would be counted, on that day, two years old, when he was really only two weeks old. There is a great feast when a boy is a month old. Friends and relatives are invited, and the child is given a "milk name." This will be his name until he starts to school. He will then be given a "book name."

To keep the evil spirits away, the first name may suggest that the parents do not care for him. A bright little boy may be named "Stupid" or even given a girl's name. To give him a girl's name, means that they wish the spirits to think they care *very* little for him.

The boys are given much freedom. The girls are taught to serve their elders. Boys and girls cannot play together. Little children are dressed just like grownups—boys, like men and girls, like women. Parents sometimes arrange for their children's marriage when the bride and groom are still babies.

A popular game is flying kites. The Chinese are good at making them. Light bamboo sticks and colorful paper make beautiful kites. New Year's Day is toy time. Nearly every child will be given a toy then. Even the girls may have dolls. The New Year Festival means as much to Chinese children as Christmas means to American children. The grownups like it, too. There are toys and sweets for the children and great feasts for the parents and grandparents. The houses are decorated, and food is given to the poor. Sometimes plays are given in the larger homes. Fireworks and firecrackers are popular. Most important of all, foods are placed before the tablets of their ancestors.

### ARMCHAIR TRAVEL

Many people who never leave home know more about other countries than do some people who have been there. They read books and study pictures and maps. This kind of travel is sometimes called ARMCHAIR TRAVEL.

This section of your text has given you many word pictures of life in China. Choose the visit that you like best and prepare a short oral report about it. You may read other books to find more information. You may wish to draw some illustrations for your talk.

When the reports are finished, vote to select the classmate who gave the most interesting ARMCHAIR TRAVEL. (It is more interesting to hear only a few reports each day until all have been given.)



#### 4. THE CULTURE OF CHINA

*Many books have been written by the Chinese.* Some still survive which were written about 1000 B.C. We know that the Chinese have produced much literature. There are old, old books on agriculture, medicine, history, and mathematics. There are poems and stories of great men. The books by Confucius are most prized. Confucius taught men to be honest, just, and faithful to their trust. Many of his wise sayings are known even to the common people of China. They have been published in many languages and are popular in the United States.

Some of the best Chinese stories have been put into everyday language in recent years so that more people could read them. Many stories are told from memory. Some have been translated into English and are enjoyed by American children.

*Chinese architecture is beautiful.* Important buildings are all of the same general plan. The foundation is carefully built of stone and terraced earth. It is much like a great platform on which the building can be seen from any direction. Although wood is scarce in China, the framework of a building is usually made of wood. Wooden pillars support wooden beams upon which the tiled roof rests. The upturned eaves are the interesting part. Look at the picture of almost any Chinese building and you will find the upturned eaves. Pagodas or temples may have little carved or clay figures on these eaves. These figures often come from Chinese stories. The walls are painted a bright red and decorations may be in other bright colors. Temples, palaces, and special buildings are usually surrounded by walls as are homes. These walls are for protection. What is the Great Wall?

*The Great Wall was begun about 210 B.C.* It is the longest fortress wall ever built—about 1400 miles long. It is about 13 feet wide at the top and 15 to 25 feet wide at the bottom. Armies with their supplies can travel along the top very well. It ranges

in height from 15 to 50 feet. Through the many years of fighting with hand weapons, it was a wonderful protection against the wild tribes north of China.

*The Chinese are interested in art.* You have seen many bits of their art. It may be a scene on a vase, flowers on a fan, or figures woven into silken cloth. Their great love is for the landscape. Human figures, temples, and arches may be a part of it, but the landscape is first. Trees and sprays of flowers are often painted. The paintings may be done on silk or paper. Artists sometimes weave beautiful scenes in silk. Unless you look closely you may think the pictures have been painted. Practically all people like Chinese art.

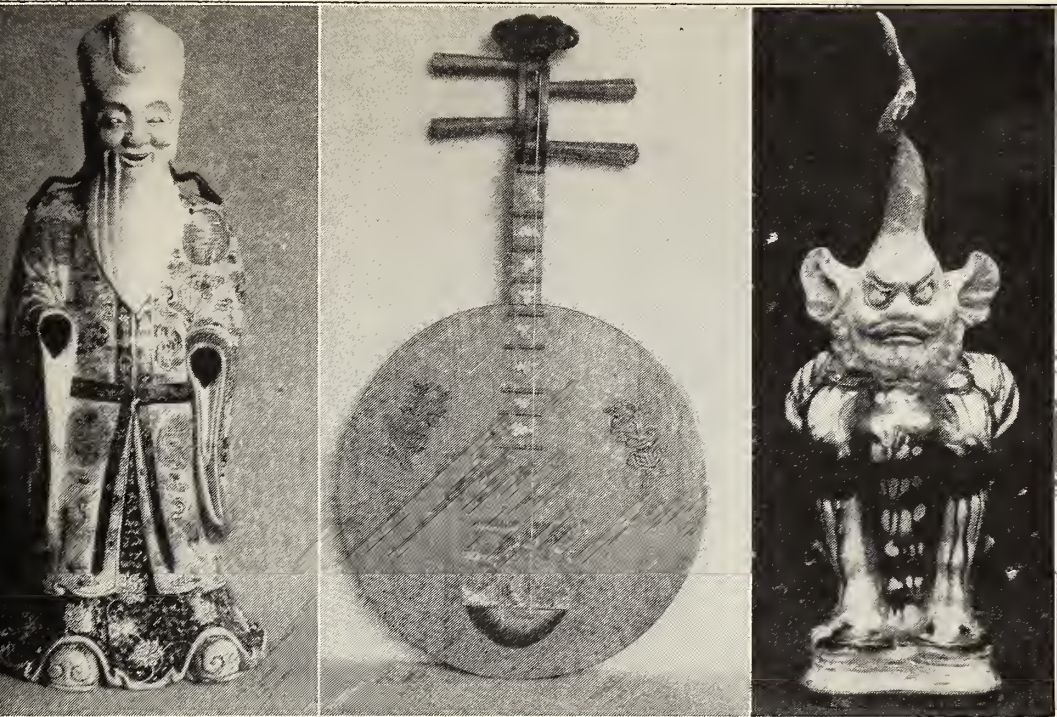
*The Chinese invented porcelain.* Since it is so much the work of the Chinese, we call it china or chinaware. The Chinese were making this ware about four thousand years ago.

*The Chinese have worked in bronze, silver, and gold.* Bronze vessels, made possibly 3500 years ago, have been found. The dragon is a favorite figure to be made in bronze. The figure may be the whole piece or the handles, or other parts may be the shape of a dragon. Silver and gold are used in making delicate jewelry. Jade, a beautiful green stone, is often carved and polished for brooches, beads, or vases.

Very hard woods are carved and fashioned into fine pieces of furniture. Another form of art is lacquer work. The Chinese, long ago, learned to take sap from the varnish tree. This is painted on trays, jewel boxes, and tables. Sometimes as many as twenty coats are applied. This lacquer gives a fine satin finish which is prized all over the world. Each coat is smoothed with charcoal before the next coat is applied.

## TWO GREAT CITIES

*There are great cities in China.* We have told about farm life and agriculture and now we turn to the cities. China has six



EXAMPLES OF CHINESE ART. Porcelain figures of Chinese gods; God of a Long Life (*left*), and God of Earth (*right*). The moon guitar (*center*) with its wood and ivory decorations is another example of their fine workmanship. (*Courtesy of The Art Institute of Chicago.*)

cities of over a million population while the United States has only five.

Shanghai is the chief port of China. It is at the entrance of the great Yangtze Valley. We have already read what a great river system the Yangtze is. Along its valley live more people than there are in the whole United States. In what way is Shanghai important?

Over a century ago the British forced China to allow them free use of this port. It became the center of trade and interest of white men from all parts of the world. Ships from all nations dock in its harbor. The river front, known as the Bund, is a broad avenue reaching down to the water's edge. On the other side of the avenue are great modern buildings, some of them much like those in our cities. There are fine automobiles and buses, but one also sees coolies pulling rickshaws. The rickshaws of today





THE SKYLINE OF MODERN SHANGHAI is more like that of a western city than an eastern city. Shanghai, the chief port of China, has a large foreign population. (*Photograph by Ewing Galloway.*)

are not very much different from those of a hundred years ago.

*Peking (now Peiping) was the capital of China for centuries.* Look at the map and you will see that Peiping is far to the north. Huge walls, built long ago, surround much of it. One sees almost every type of building. Some are dirty little shacks while others are fine palaces and beautiful temples. Many streets are so narrow that even a caravan of camels can hardly pass, and many wheelbarrows, carts, and rickshaws drawn by coolies move slowly through these crowded streets.

The great city wall is of interest to the visitor. It is about forty feet high, and forty feet wide at the top. Along these walls are watchtowers where troops may stand guard. The towers have the upturned eaves so common in Chinese buildings.

The part of the city in which the emperor used to live is

known as the Forbidden City. The emperor, his family, and officials were carefully guarded there. They lived in luxury in fine palaces surrounded by lovely gardens.

*China has been both strong and weak.* A country which has lived for four thousand years is both great and strong. A country which has been invaded many times is weak. A country with much poverty is weak. All these things apply to China. In recent years the attacks of Japan were terrible. The fighting among Chinese themselves has done great harm. Still, China is a great country, and her people go on living in their calm, steady way.

The kindly Chinese people and their courtesy mean much to the whole world. Thousands of them have come to the United States and have become good members of our communities. The Chinese Republic and the United States need to cooperate with each other in every way they can.

### INTERESTING THINGS TO DO

1. On the floor of your classroom or on the playground, mark the distance of the width of the Great Wall of China.

Can you see why the Chinese use the top of the Great Wall for transportation?

2. On long strips of paper panels, paint Chinese scenes. Include the characteristics of the buildings. Show the kinds of transportation in China and the kinds of work that the Chinese do.
3. Draw an outline map of China. Your text says China has six cities, each over a million in population. Because of the war in China the population shifts; however, Shanghai, Peiping, Tientsin, Canton, Chungking, and Nanking are the cities usually credited with over a million population. Locate these cities on your map.

Draw an outline map of the United States. There are five cities in the United States with over a million population. These cities are New York, Chicago, Los Angeles, Philadelphia, and Detroit. Locate these cities on your map.

4. From your library source borrow books about China for your pleasure reading.

## 5. THE JAPANESE EMPIRE

*Japan is a neighbor of China.* On the map of Asia (page 385) we see that Japan is near China. It is a string of islands off the coast. You already know much about the Japanese from reading, from pictures, and from hearing people tell about them. You know that they resemble the Chinese in color of skin, color of hair and eyes. If you were to meet a Chinese and then a Japanese on the street, you might not know which was which. They are much alike in some ways, but very different in other ways.

*Japan is an island empire.* It is often called the Land of the Rising Sun. There are four main islands and many small islands nearby. They form a kind of chain reaching a long way from north to south. The largest island is about the size of Great Britain. It is called Honshu. The other islands are Hokkaido, Shikoku, and Kiushu. There are also many small islands.

*The geography of Japan has influenced the life of its people.* Japan is a very beautiful country with its mountains, dashing streams, and lovely lakes. About two thirds of the country is mountainous. This means that the land for farming is limited. It also means that the streams, rushing down the mountains, can be used to produce power. About four fifths of Japan's electric power comes from water power.

*The climate of Japan is mild and warm in the south and rather cold in the north.* In the southern valleys wonderful crops can be grown. Japan has the seasonal winds called monsoons. These monsoons blow for a long period of time in one direction, bringing moisture and keeping the climate at an even temperature. The ocean current which flows northward between Japan and the mainland makes the climate mild.

### THE STORY OF JAPAN

*The history of Japan is an interesting story.* The records of the beginning of Japan are not very clear. Part is legend and part



is recorded. The first settlers probably came from the Chinese mainland. Just how long ago we do not know. It is claimed that the family of Emperor Hirohito reaches back over twenty-five hundred years.

The people of Japan began to plan their own way of life. They recognized an emperor and planned a court of great power and luxury. Then came a strong military class which grew so powerful that generals and the armies controlled the emperor and the entire government.

*A great change began in 1853.* Before this time the Japanese had decided to shut out from their country people from other lands. In 1853, Commodore Perry of the United States Navy was sent to Japan with a fleet. The United States wished to trade with Japan and thought that Perry could open up this trade. When Perry's demands were made, the Japanese offered to make a treaty. This treaty opened two ports to merchant ships of the United States. This was the beginning of world-wide trade for Japan. In less than a century Japan was to become a great empire.

#### JAPANESE INDUSTRIES

*Japan changed from the old to the new.* We have seen that before Commodore Perry's visit to Japan in 1853 the Japanese wanted to live to themselves and to have little to do with the outside world. Most of the work in Japan was done by hand. There were no great factories or industries. Now let us see what changes came about after trade treaties with the United States were made. Japan immediately began to give up her old ways of doing things and to adopt modern ones. The best factory machines of Europe and America were imported. The clever Japanese, who were skillful with their hands, could work machines as well as do handwork. Great factories were built in the cities. Near a great modern factory, however, might be poor

little ancient shops and huts. Hydroelectric plants were built on every stream that could be harnessed. Many factories were built near good harbors because the Japanese wished to develop foreign trade. Cities or villages near the harbors soon became great seaports. They became modern cities much like our cities.

*The new industries of Japan did not treat the workers well.* Workers were compelled to labor long hours, and their pay was very low. Men, women, and children worked for 50, 60, or even 72 hours per week. The wage of a Japanese worker was about one tenth that of an American worker. Women were paid much less than men. Children began working at ten years or even younger. Standards of living were low. The lower classes had no hope for the comforts of life. Japan became efficient in production, but she failed to give her people a good life.

*The Japanese farm their land with great care.* Agriculture is very important to the Japanese. They must produce food for many millions. The farms are small, most of them less than three acres each. These farms can best be cultivated by hand. About half of all the workers in Japan are farmers. There is plenty of manpower, so not much machinery is needed.

The great food crop is rice. The Japanese are possibly the best rice growers in the world. Many vegetables are grown, such as potatoes, soybeans, onions, sweet potatoes, carrots, and cabbages. Japanese farmers also grow wheat, corn, buckwheat, millet, and rye.

*We have heard much of the Japanese tea.* Fine teas are grown and packed in Japan. Since tea is the national drink, much of it is consumed at home. The tea plants can be grown on slopes or terraces where some other crops may not thrive so well. Tea grows best in a warm moist climate and at a fairly high altitude. Tea plants are pruned to a height of three to five feet. If allowed to grow freely, they would become small trees. They are placed



FARM LAND IN JAPAN is so limited that almost every foot of it is cultivated. The work is done chiefly by hand as shown in the rice planting (*left*). Notice the tea plants on the hillside in the picture of the tea picker (*right*). (*Photographs by Keystone View Company.*)

in rows about four feet apart, so pickers pass easily between them. Tea blossoms are sweet scented and look much like tiny roses. The leaves are the valuable part. Those nearest the end of the stem are the best for flavor. As new shoots grow, they are picked by women as they pass along the rows. This is repeated as more new shoots appear a week or two later.

The leaves are spread out to *wither* for a few hours. Then they are *rolled*—mostly by hand in Japan. The leaves are then *fermented* by spreading them on tables in a room at low temperature. Here they turn brown and become fragrant within a few hours. Now they are ready for *firing*. This is the drying process. The leaves are then graded and carefully packed. Some will be used at home. Some will be shipped to the United States, Britain, Russia, and to other countries. Since tea absorbs odors easily, flowers are sometimes added for special effect. If jasmine flowers are added, it becomes jasmine tea. Perhaps your mother sometimes serves jasmine tea.





A CARVING IN IVORY OF A JAPANESE FISHERMAN. Note the pleased expression of the fisherman as he admires his catch, and the fine detail of the artist's work. (*Photograph by American Museum of Natural History.*)

*Many people in Japan go fishing.* We do not mean that they fish for fun! We mean that they fish for fish! Fishing is a big business in Japan. Since it is an island empire, we expect this. No one in Japan can live far from the sea. The Japanese do not raise many meat-producing animals. Poor people eat very little meat, but there is some fish for everyone.

Nearly a million Japanese are fishermen. Many go far from home in fishing vessels. They fish along the Alaska coast, near the Russian coast, and far to the south. They not only catch the fish but can and pack them. They pack thousands of cans of sardines and salmon to be shipped all over the world. They also take tons of mackerel, herring, eels, smelts, swordfish, and cod. During the best fishing seasons farmers may go for a few weeks to help regular fishermen.

## WHICH IS TRUE?

Read both statements. You may use this text or reference books to find the answer. Copy the one that you think is true.

1. Japanese armies do not attack their neighbors.  
American armies do not attack their neighbors.
2. The length of the chain of Japanese islands from north to south is equal to the distance from Labrador to the southern tip of Mexico.  
The length of the chain of Japanese islands from north to south is equal to the distance from Seattle to San Francisco.
3. Two thirds of the Japanese islands are mountainous.  
One third of the Japanese islands is mountainous.
4. Japan has seasonal winds or typhoons that bring rain.  
Japan has seasonal winds or monsoons that bring rain.
5. The United States opened the two ports of Japan for our trade in 1853.  
The United States opened the two ports of Japan for world trade in 1853.
6. Standards of living for most Japanese have always been low.  
Standards of living for most Japanese have always been average.
7. The Japanese are excellent farmers on their farms averaging thirty acres each.  
The Japanese are excellent farmers on their farms averaging three acres each.
8. The Japanese produce good tea.  
The Japanese produce inferior tea.
9. Fishing is a big business in Japan.  
Fishing is unimportant in Japan.
10. Rice is the major agricultural crop in Japan.  
Tea is the major agricultural crop in Japan.





A JAPANESE HOME ON A COUNTRY ESTATE. This style of architecture was copied from the Chinese. The Japanese are excellent copyists and have copied much from the Chinese.

#### 6. OLD AND NEW CUSTOMS IN JAPAN

*Great changes have been made in transportation and communication.* We have seen how Japan became much more modern than China. Men pulling rickshaws, pack horses and ox carts have given way to trucks, streetcars, and automobiles. Bicycles are widely used. Many of the highways are narrow, but those between great cities are modern. The railroads are good. Japan is very much smaller than China but has more than twice as many miles of railroad. She does not, however, have the navigable rivers and canals like those of China. Her water transportation is along the coasts and to other countries.

#### JAPANESE FAMILY LIFE

*Family life for most Japanese is simple.* Like the Chinese, the Japanese have great respect for their ancestors. Children must obey and respect their parents, particularly the father. Children must think of the welfare of the family before them-





A MODERN BUILDING IN TOKYO. This movie house with its circular front is one of the most interesting modern buildings in Tokyo. (*Photograph by De Cou from Ewing Galloway.*)

selves. Boys have a higher standing than girls and in the family are shown preference. In the past the boys were trained in sports and for military service. The girls were taught to be obedient and thrifty. They were to do not only housework but also work in the fields and in factories. During World War II they took over many jobs usually done by men.

Many Japanese houses are of light wooden construction. They are usually a series of square rooms with sliding panels between. There is very little furniture. Straw mats are on the floor, and there are cushions to sit on. There are no large dining tables, chairs, and bedsteads such as we have. At mealtime a low table is brought in, and people sit about it on cushions. At night, bedding is brought from the closet and spread on the floor. Most of the cooking is done over a small fire. Life is very simple.

*A young Japanese child goes through several ceremonies. On the seventh night after a baby is born, relatives and friends come*

with gifts. The father bows before the shrine of the household and writes the baby's name on a piece of paper. The spirits of the ancestors now know that a new member of the family has arrived. When the baby is a month old, it is taken before a Shinto priest and the name is recorded. When he is four months old, he is placed at a little table. He is given little chopsticks and celebrates his *first eating*. As he grows up, he is taken to the temple from time to time for religious ceremonies.

The children are fond of stories and enjoy playing in groups. They are very quick and active. Children in poorer families go to school for possibly six years. Those from well-to-do homes go on to high school and college.

*The great holiday is New Year's Day.* As in China, everyone has his birthday on New Year's. First, the entire house must be thoroughly cleaned. Then there are special foods: rice cakes, sweets, fruits, and nuts. The best dishes are used, and all foods are made as attractive as possible. There are games for the children. Poems are recited, and everyone tries to forget the disappointments of the year. This is something like our custom of New Year's resolutions!

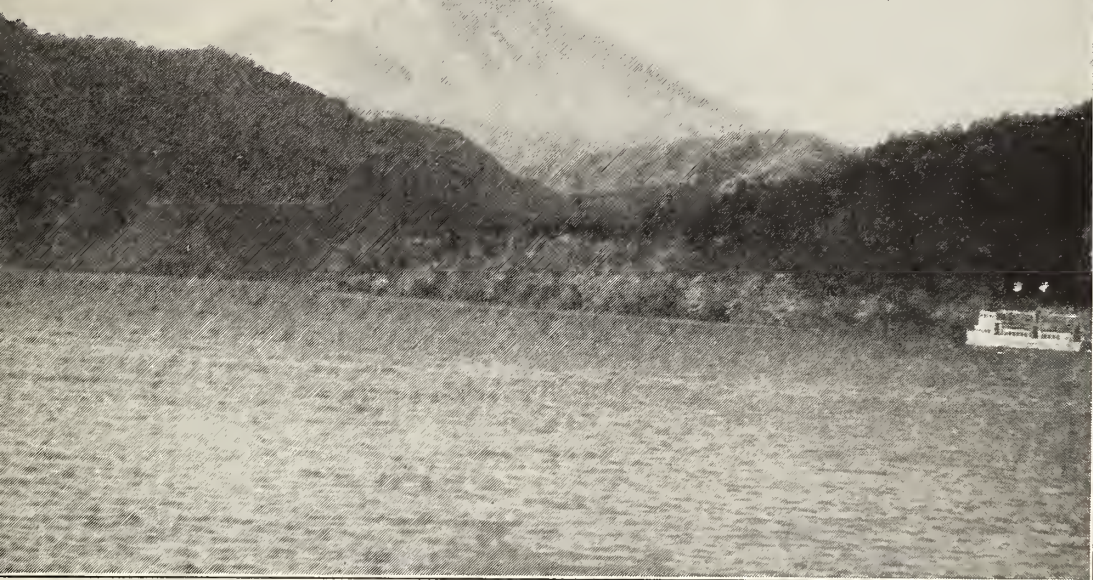
There is a special holiday for girls known as the Doll's Festival. The special holiday for boys is the Boy's Festival. This is a time for flying colorful kites. There are other holidays for games, feasting, and recreation.

Fujiyama is the highest and loveliest of all the mountain peaks of Japan. It has been a great religious symbol for the Japanese. Perhaps its beauty and grandeur will lead them to a good and peaceful way of living.

#### JAPAN DEFEATED IN WORLD WAR II

Japan's ambition to rule the world led to her downfall. After World War I, Japan was given valuable islands in the Pacific. In 1937 she attacked China and in 1941 bombed our





MAJESTIC MOUNT FUJIYAMA. The Japanese regard Fujiyama as sacred. They make pilgrimages to this sacred mountain. Seen from a distance, it is a beautiful vision. (*Photograph by Black Star.*)

fleet at Pearl Harbor, and later took the Philippine Islands. The United States and Japan at last were at war. Japan boasted she would defeat us, that she would dictate the treaty of peace *in the White House*. Japan's military leaders had gone beyond all reason. She went down to a terrible defeat under the attack of the United States. The atom bombs dropped by American airmen brought an end to Japan's dream of a great empire. Japan was no longer a world power.

After the defeat of Japan, the United States troops, under General Douglas MacArthur, took control in that country. General MacArthur restored order and aided the Japanese in forming a democratic government. A new constitution was adopted. Women were given the right to vote and some of them were





NATIONAL CUSTOMS AND DRESS. Many Japanese wear clothing like that of their ancestors and also observe their customs. Two singers stand beneath a bell in a Buddhist temple (*left*); a typical Japanese shop (*right*).

elected to high offices. The United States government sent great amounts of food to Japan and aided that country in restoring its industries. In Japan, as well as in Germany, the United States troops were to be withdrawn when the two countries had adopted a democratic form of government and were no longer a threat to the peace of the world.

### GROUP MEETINGS

Divide your class into committees of not more than three members. Ask each committee to be responsible for presenting something special to the class about life in China or Japan.

You may wish to organize the activities of the committees into a program for parents.

## INTERESTING THINGS TO DO

1. Read the following Chinese sayings and discuss the meaning of each.  
The second word makes the fray.  
Cows herd with cows; horses, with horses.  
A man's good name is as precious to him as a skin is to a tiger.  
One good word can warm three winter months.  
The frog in the well knows not the great ocean.

2. Clip important news items and pictures from papers and magazines for a booklet which may be called *History of Japan, Today*.
3. Ask your teacher to explain to the class the exclusion law passed by Congress in 1924, "aimed at the Japanese."
4. On a globe or wall map, by using a string and the legend (key), compare the approximate distances both by sea and air between Tokyo, Japan, and each of the following places: Chungking, Melbourne, Honolulu, Manila, Juneau, San Francisco, and Chicago.
5. Discuss in class the following two statements:

We want Japan for a safe neighbor enjoying the four freedoms.  
Our greatest problem is to help her to be that neighbor.

Now write a paragraph beginning with the two statements about Japan.

6. The flowers of Japan bloom in the following succession: plum, camellia, cherry, peach, quince, dandelion, violet, wisteria, crape myrtle, mountain lily, morning-glory, chrysanthemum, and many others. In autumn the gorgeous maples paint the hillsides.

Make a mural using water colors to illustrate the *Procession of Flowers in Japan*.

7. Study Japanese flower arrangements. Have an exhibit of your own arrangements.
8. Contrast the terms *intensive agriculture* and *extensive agriculture*. Decide why the Japanese farmers must be thrifty.
9. In the past, school children learned from their reading that the Japanese were mild-mannered people. Discuss with your teacher how World War II tended to destroy this good opinion of them.
10. From your wall map complete the following: The largest island in the Japanese Empire is \_\_\_\_\_. On this island are six large cities, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

11. Invite an informed person to tell you how Japan is ruled today.
12. Write a short story using one of the following Chinese sayings as the title of your story:
  - a. If you don't scale the mountain you can't view the plain.
  - b. By using antiquity as a mirror you can see the rise and fall of empires.
  - c. The bird chooses its tree, not the tree the bird.
  - d. Noble natures are calm and content.
  - e. Patience and a mulberry leaf will make a silk gown.
  - f. Contentment, even in poverty, brings happiness; discontent is poverty, even in riches.
  - g. Laziness in youth means sorrow in old age.
13. Try to explain the following statement: Shanghai is to China what New York is to the United States.
14. Make a pictorial chart of our heritages from China and Japan. Explain how China and Japan helped to build our world.

#### BOOKS YOU WILL LIKE TO READ

- Goetz, Delia. *Dragon and the Eagle: America Looks at China*. New York: Vanguard Press, 1944 (not too difficult). Illustrated. Bright narrative of the history of our trade relations with China.
- Hearn, Lafcadio. *Japanese Fairy Tales*. New York: Liveright Publishing Corp., 1924 (easy reading). Illustrated.
- Moore, Nelle. *On the Other Side of the World*. New York: Charles Scribner's Sons, 1938 (very easy). Illustrated. Stories of everyday life in China.
- Roulet, Mary F. *Japanese Folk Stories and Fairy Tales*. New York: American Book Co., 1937 (not too difficult). Illustrated.
- Spencer, Cornelia. *China*. New York: Holiday House, 1944 (easy reading). Illustrated. Early history told in simple language.
- Spencer, Cornelia. *Land of the Chinese People*. Philadelphia: J. B. Lippincott Co., 1945 (fairly easy). Illustrated. A picture of China: An outline of her history and an account of her people.
- Tientjens, Eunice S., and Hammond, Louise S. *China*. Chicago: Wheeler Publishing Co., 1940 (not too difficult). Illustrated. Many illustrations from photographs by Burton Holmes.
- Films: *This Is China*. Ideal Pictures, Chicago; *Here Is China*. Office of War Information, Washington, D. C.



## UNIT IX

### *Our Neighbors—North and South*

This whole book has shown how we have inherited many things from many people. We have studied much about Europe. We have seen how civilization kept moving westward. Many millions of Europeans have come to the United States. As we became strong we pushed on across the Pacific. We have been helped by people all around the world. Now we shall look to the north and to the south where our closest neighbors live.

Look carefully at a map of North America. You see the three large countries—Canada, United States, and Mexico. Now look at a map of North America and South America. There are large countries in South America. Brazil and Argentina are the largest ones, but there are other important countries too. In this unit we shall learn about these countries in the Western Hemisphere. Canada and Mexico are next-door neighbors to the United States. They are good neighbors, although they differ from us. Their customs and government are different from ours. Perhaps there are other differences. Where did their people come from? Since they are our neighbors, we should like to understand them. We shall begin by learning about our great and good neighbor to the north—Canada.

#### 1. CANADA, THE LAND OF THE MAPLE LEAF

*Our neighbor to the north is a geographical giant.* It is the Land of the Maple Leaf. In area it is larger than the United

States. Only Russia and China are larger. Its population is not large; there are less than twelve million people in Canada. This is less than the population of the state of New York.

The northern boundary of the United States is the southern boundary of Canada. This tells us at once something about the climate. We shall not be looking for cotton fields or banana plantations in Canada! We shall not find citrus fruits growing there. The summers will be short and the winters long. As we look at the map of Canada, we see the sea, rivers, bays, and lakes which influence the climate, making the winters warmer and the summers cooler.

Some important Canadian cities are farther south than some of our great cities. Toronto is farther south than Minneapolis and St. Paul. The southern portions of Canada should be somewhat like the northern part of the United States in climate and farm products. Most of the people of Canada live in the southern portion of this great country. These people and people living in the northern portion of the United States, cooperate in business, travel, recreation, and in other ways.

*People can have peace and good will on both sides of a long border line.* This has been proved possible by Canada and the United States. The border line is over three thousand miles long, and we have no serious quarrels about any part of it. Officials of both governments are stationed at the principal points where people cross the border between the two countries. They keep a careful record of those who go from one country to the other, but this is a simple matter. Thousands of Canadians travel to the United States every day and thousands of Americans cross into Canada. Some remain permanently. Thousands of French Canadians have gone to Maine, New Hampshire, Vermont, and Massachusetts to work at lumbering, fishing, or in factories. Thousands of Americans have moved into the farming regions of Canada and become Canadian citizens. The greatest number



CANADA, OUR GOOD NEIGHBOR TO THE NORTH



of people who cross the Canadian-American line are tourists.

Today, people from the United States travel far into the interior of Canada to camp, fish, and hunt. They love the natural beauty of woods, lakes, streams, and mountains. Sometimes in a single year the number of American tourists going to Canada has been greater than its total population.

#### EARLY EXPLORERS OF CANADA

*John Cabot discovered Canada instead of China.* John Cabot was an Italian. He was a hardy sailor and explorer in the service of the king of England. The king and Cabot were eager to find a sea route to China. They believed there was a way to sail west from Europe to the coast of China. So thought John Cabot in 1497 when he reached Cape Breton Island. (Find this island on the map. It is just north of Nova Scotia.) When he reached this island he believed he was near Cathay (China). He thought he was in the land of Genghis Khan. We know now that his ship had missed the point by several thousand miles!

He found no fine cities. There were no temples with gold and silver fittings. Where were the silks and caravans of camels? He had read in Marco Polo's book about spices and jewels. It told of rich princes in fine robes. Where were all of these riches? Cabot was disappointed in not finding a short route to China, but his discovery of Cape Breton Island gave England a real claim on Canada.

*Champlain of France founded colonies in Canada about the same time the English were founding Jamestown in Virginia.* He was eager to see France have colonies in America, so he founded Port Royal in 1605 and Quebec in 1608. Explorers and traders came, and with them came missionaries who wished to convert the Indians to Christianity. Farmers who would till the soil and start a new country also came. Hard years followed. The Indians killed many of the Frenchmen. There were bloody battles, and

many settlers were discouraged. But the French fought back until the Indians learned that the French had come to stay. These Frenchmen were determined and pushed on to explore the Great Lakes and other territory.

*In the meantime the English were becoming more interested in the New World.* Henry Hudson explored the region which includes the bay that bears his name. Englishmen saw great opportunities for trapping and trading. A trading company was organized, the Hudson's Bay Company, which was to become a great power in Canada.

#### CANADA'S LOYALTY TO ENGLAND

*Soon the French and English colonies were at war.* The Indians joined in, and there were many bloody battles. We cannot tell all about them here, but at last the French officials were driven out by the English. France had lost her hold on Canada. The French settlers, however, were well treated by the English. They were allowed freedom of religion and permitted to follow their French customs. The French spirit was strong and helped to build Quebec as it is today. Quebec is an important province of Canada. The people in this province are Catholics, and they use the French language. In all of the other provinces, English is the language spoken. Most of the people in these provinces are Protestants.

*The Canadians remained British through the American Revolution.* You recall that the American colonies in 1776 refused to remain under British rule. They declared themselves independent. The leaders of the colonies wrote and signed the *Declaration of Independence*. We as Americans are very proud of this. It was the beginning of our great nation. The Canadians, however, wished to remain British. In fact, about forty thousand people in the American colonies who were loyal to England moved to Canada. They were known as Tories. Many of their

descendants are among the leading citizens in Canada today.

The Canadians had learned of representative government from England. The English government of those days was more liberal than the French government. Canada began to organize affairs much as they were in England. Meanwhile the American colonists were struggling to start a new government. At last the Constitution of the United States was ratified and the people could rule themselves. Britain, following the example of the American government, gave the Canadians more freedom. Canada and the United States were on their way to being good friends and good neighbors.

Then came the War of 1812 between England and our country. We attacked Canada because it was a part of the British Empire. The Canadians fought us back and did not allow us to take any of their territory. After the war was over, there were still troubles. We had slavery in the United States. Slaves would run away from their masters and go to Canada. There was no slavery there, so they were safe. The owners of slaves resented this and quarrels followed. The Civil War at last ended slavery and the trouble over runaway slaves.

*After that great war the people of the United States and Canada were busy starting new settlements.* People were pushing westward in both countries. Thousands of people were starting new farms and mines and making lumber for building. The western parts of both countries were explored. By 1869 the Union Pacific Railroad had been completed. We then had a railroad from the Atlantic to the Pacific! Canada wished to do as well. Sixteen years later the Canadian Pacific Railroad was completed. The two great neighbors were rivals in a good way. They had stopped fighting and started building. Each would do its best to be a great and prosperous country. Each would respect the other. They would exchange goods and be friends.

*Canada is now an independent nation—a member of the*





A DOG TEAM, a valuable possession in parts of Canada. The dogs pictured were twice winners of the Quebec International Dogsled Derby. (*Photograph by Canadian Pacific Railway.*)

*British Commonwealth of Nations.* Canada cooperates with all other parts of the Commonwealth but is free to make her own decisions. During World War I and World War II, Canada was very loyal to the ideals of Britain and America. Since World War II our neighbor to the north has been growing more important in world affairs. Her great natural resources are being developed, and her foreign trade is increasing. Canada can look forward to a great future.

#### CANADA, A VACATION LAND

*Canada is one of the finest vacation lands in the world.* It is a beautiful country, and thousands of tourists visit it every year. The summer is the popular season, but many people visit Canada in the winter for the skiing, skating, and tobogganing. Where

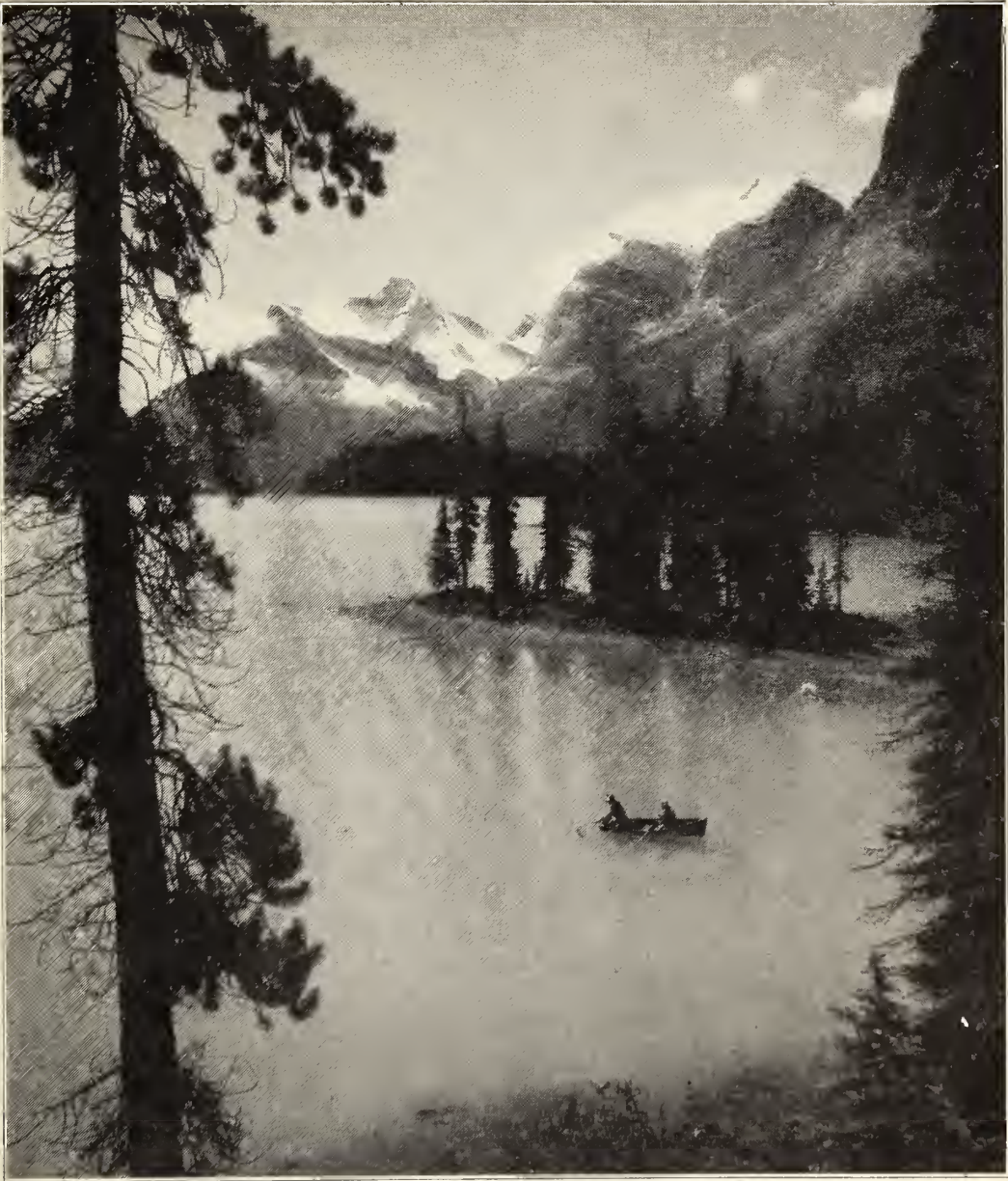
do people go? Everywhere! Many people just cross the border at Niagara Falls. This is possibly the most popular spot of all. This "Thunder of Waters," as the Indians called it, is one of the wonders of the world. Here is the mad rush of the waters of the four Great Lakes in the West—Superior, Michigan, Huron and Erie—on their way to the sea. They are on their way through Niagara River to Lake Ontario. More water pours over these falls than any other falls in the world. The rapids above and below the falls are almost as thrilling as the falls themselves. But the great point of interest at Niagara Falls is the mad leap of a great river over a precipice to a point 167 feet below.

*A good vacation means more than the view of a great waterfall.* People go to Canada to be in the deep woods far from busy cities and towns. As one travels northward in Canada, there seems to be no end to these woods. Along the route are dashing little streams on their way to great rivers. There are lakes of every size and form. Some reach to the edge of rugged mountains, while others spread out to gently sloping banks. One can find any kind of camping place his fancy may choose. There are hundreds of well-built camps for boys and girls who spend the summer in them. Many, if not most of these campers, are from the United States. There are also family camps. Families go to these year after year. Fishing and hunting camps are located far back in the woods. These are great favorites with men from cities.

To the west are the wonderful Canadian Rockies with their marvelous mountain scenery. The Banff National Park in Alberta is in a great center of mountain peaks. Many of them rise to a height of over eleven thousand feet.

Other vacationers visit the great St. Lawrence River. Those who love the sea follow the shores of New Brunswick and Nova Scotia. Some go to Newfoundland and others to Quebec. In the Far West are Vancouver and the beauties of British Columbia.





SCENIC CANADA has many delightful views such as the one above showing Maligne Lake and the snow-capped mountains in Jasper National Park. (*Photograph by Canadian National Railways.*)

Venturesome souls may push on to the north to places where few if any whites have gone. As a vacation land, Canada is unsurpassed in natural beauty and the variety of interesting things to do.



## FOR YOU TO DO

1. As you study about Canada, evaluate information and make a chart:  
*Facts to Remember about Canada.*
2. Summarize the information about the early explorers. Use the following form:

EXPLORER	IN CANADA	IN UNITED STATES

3. Read for appreciation "The Maple Leaf Forever," the national anthem of Canada:

In days of yore, from Britain's shore,  
 Wolfe, the dauntless hero, came,  
 And planted firm Britannia's flag  
 On Canada's fair domain.  
 Here may it wave, our boast, our pride,  
 And join in love together,  
 The Thistle, Shamrock, Rose entwine  
 The Maple Leaf forever.  
 The Maple Leaf, our emblem dear,  
 The Maple Leaf forever.  
 God save our King, and Heaven bless  
 The Maple Leaf forever.

4. You may wish to make a copy of "The Maple Leaf Forever." Decorate your copy with illustrations.
5. What is the meaning of *hemisphere*? Use indexes and read about hemispheres. How many hemispheres are mentioned in your geographies? What is the value of dividing the earth into hemispheres?
6. Make a sketch of the border between Canada and the United States.  
 Divide the class into committees. Make assignments to find the likenesses or differences between the land on the two sides of the boundary line.
7. Have a teacher-pupil discussion about how our War for Independence with England probably helped to make a closer link between Canada and the United States. In your discussion you will probably use the words *Tories*, *border*, and *loyal*.

## 2. THE LAND AND THE PEOPLE OF CANADA

*Who are the Canadians?* Where did they come from? They are somewhat like the people in the United States. They have come from many lands but not from so many lands as have the people of our country. About half of the people are of British origin—English, Irish, and Scottish. About a third are of French origin. Other common nationalities are Scandinavians, Dutch, Ukrainians, and Polish. There are also a number of Indians, and in the far north are Eskimos. Along the Pacific coast are a number of Chinese and Japanese. How like the United States with its people from many lands!

### THE QUAIN'T OLD CITY OF QUEBEC

*The people of Quebec hold to their customs and culture.* Although Quebec is a province in a British Dominion, it is, as we have seen, thoroughly French. The French language is the language of practically all the people. The customs are those of France. The French Canadians follow the traditions of France but are loyal to the Dominion.

As one goes about the countryside of Quebec, he finds life in simple form. Many prosperous farmers have not accepted modern customs. Many still travel by horse and carriage rather than by automobile. Modern farm machinery is not in general use. Family life is very important. The home is a center of interest, and the members of the family are very loyal to it. French Canadians are famous for their large families. Families of ten to fourteen children are very common.

*It is a delight to visit the city of Quebec.* We know that Champlain started the old French city nearly 350 years ago. In many ways it has more old French characteristics than Paris. It is beautifully situated along high bluffs above the St. Lawrence River. The largest ocean vessels sail this river not only to Quebec

THE TWO LEVELS OF QUEBEC can be seen at once in this picture of the Chateau Frontenac and part of the lower town. (*Photograph by Canadian Pacific Railway Company.*)



but on to Montreal. The city is built on two levels. The lower portion lies next to the river. It is a quaint old place. Some of the buildings are three hundred years old. There are several churches and monasteries. The Church of Notre Dame des Victoires is a center of interest. It was built about 350 years ago. Priests and nuns go about in the dress of their orders. Many of the people dress as did the French of centuries ago. The effect is very quaint.

The upper town is surrounded by walls. It is a "walled city," built by the British a century and a half ago, and resembles some of the walled cities of Europe. Quebec is the only walled city in North America. It has several magnificent buildings, churches, the Chateau Frontenac—a fine hotel built like a French castle—beautiful gardens and parks, and lovely streets. One sees the parliament buildings, Laval University, and many schools. It is a city of great beauty.



## OTHER IMPORTANT CITIES IN CANADA

*Montreal is the largest city in Canada.* It is situated where the Ottawa River meets the St. Lawrence. Although it is about a thousand miles from the Atlantic, large ocean vessels can dock there. It is a great seaport and the commercial, financial, and industrial center of Canada. This beautiful city lies at the foot of Mount Royal from which it takes its name. It is the home of McGill University and the University of Montreal. Like Quebec, it has fine public buildings, parks, and avenues. French and English are spoken both in trade and officially.

*The Great Lakes and the St. Lawrence are of great advantage to Canada.* Look carefully at the map, page 427. See the mighty waterway from Fort William on Lake Superior through the lakes and the St. Lawrence to the Atlantic. There are towns and cities all along the way. Fertile valleys produce rich crops. Ports are near for shipping to all points of the world. The peninsula in Ontario, between lakes Ontario and Erie, is rich in agriculture. The portions near the lake have a climate modified by the large bodies of water. This is a favorable region for growing apples, pears, peaches, grapes, cherries, and other fruits. It is a land of fine farms, of dairy herds, vegetable crops, and fields of grain.

*Indians gave the name Toronto, which means meeting place.* Toronto is a meeting place—the provincial capital of Ontario. It is not actually a seaport, but lake freighters unload and load great cargoes at her wharves. Because of its nearness to Niagara Falls, where so much electricity is generated, Toronto has almost unlimited power for use in industries. Railroads from the west and interior bring raw products and carry away manufactures.

Toronto lies on a plateau from which it overlooks Lake Ontario. The busy water front extends along the shore for ten miles. Here are docks, switchyards, factories, and warehouses. The lake front is also the scene of the Canadian National Exhibition. Each year people from all parts of Canada and the United

States visit this exhibition of agricultural and industrial products.

On the plateau above the water front are the business and residential sections. Along broad streets are fine stores, churches, schools, public buildings, and homes. The University of Toronto, the Royal Ontario Museum, and the Art Gallery suggest the culture of the people.

#### THE WESTERN PROVINCES OF CANADA

*There are three great prairie provinces in Canada—Manitoba, Saskatchewan, and Alberta.* They lie north of Minnesota, North Dakota, and Montana and are somewhat similar to them. The population of these vast provinces is small. One can travel for miles in some parts of them and not see a house or a farm. And yet this is the principal breadbasket and meat supply of Canada.

It is a land of great wheat fields. How different they are from those of French Canadians in Quebec far to the east! Here on the prairies we see great tractors drawing the plows and seeders at planting time. In the harvest the combine cuts, threshes, and cleans the grain in one operation. Trucks carry it to grain elevators to be shipped to distant markets. At each small railway station there will be one or more grain elevators. A truckload of grain is dumped into the hopper. Machines carry it up high to grain bins. From these, spouts carry it into waiting freight cars. Wheat grown in Alberta may travel thousands of miles to be at last eaten in toast in London.

The prairie provinces are developing new crops and industries. Besides the growing of wheat and the raising of cattle and sheep, there are other agricultural interests. In certain places fine fruits are grown for market. Dairying is being improved, and butter and cheese are being produced for the market. Fortunately Canada has built many miles of railroads. These unite the country in trade and travel. They and the great waterways have made all Canadians one people.



GREAT CANADIAN WHEAT FIELDS. Many tractors are needed to cultivate the land. When the grain is harvested, it is stored in huge elevators until it is shipped to market. (*Canadian Pacific Railway Company.*)

*British Columbia has a special place in the Far West.* It is the province of the Rockies and the Coast Range. The climate along the coast is mild because of the warm ocean currents. At Vancouver and Victoria freezing temperatures are rare. In the interior and high on the mountains the cold may be intense. It is a wonderful land for the rugged outdoor man. Parts are considered a paradise for the fisherman, hunter, and trapper. Only about one tenth of the land can be used for farming. Lumbering and fishing are the great industries. Salmon fishing and packing are highly developed along the coast.

#### NATURAL RESOURCES OF CANADA

*What are the secrets of the Canadian northland?* We know that most of the people of Canada live near the southern border. We also know that Canada extends northward for hundreds of miles. What people, animals, plants, and things are up there? Thousands of square miles have never been visited by white men. Many sections of the country have never been seen even by



Indians or Eskimos. It is a vast region, but the population is very small. Still, the hardy explorers have pushed their way into many places. In recent years the airplane has been a great aid. The country can be explored, in a way, from the air.

It has long been the land of French, Indian, and Eskimo trappers. These daring fellows have gone on snowshoes and with dog sleds to trap rare fur-bearing animals. Furs and pelts have been prized in fine markets for centuries. The trapper who braves the frozen north may be well paid for his trouble.

New interests are being discovered. It has been learned that there are choice soils even beyond the Arctic Circle. With the sun shining twenty-four hours per day in summer, the crops grow quickly. Barley, oats, hay, and vegetables are being grown that far to the north. Cattle can be kept there. Small settlements are being started. The people, so crowded in other parts of the world, may some day move to this northland. Important minerals are discovered from time to time. Gold was discovered near Great Slave Lake in 1938. Great water power is available for manufacturing. The trappers may still follow the dog teams while factories and farms follow after them.

*Let us look at some of the plants of Canada.* We have read of the cultivated crops. The trees of the forests are also important plants. Canada produces great quantities of lumber and pulpwood. There are fine oaks, black ash, and maple which are so useful in making furniture. There are also thousands of acres of Douglas fir, pines, cedars, and hemlocks. During the autumn the colors of the forests give effects brilliant beyond description.

*The wild animals of Canada are numerous.* The early trappers in Canada were looking for these wild animals. In the process they were starting a great nation. But what are these animals? Some of the valuable furs or pelts come from the mink, beaver, and seal. Perhaps the wolves of the deep interior have been most talked about. There are also the coyotes of the prairie

regions. Even today bison or buffalo can be found on the ranges. Thousands of deer, moose, and bear roam the woods, and thousands of hunters are eager to bag them. Far to the north are polar bears, musk oxen, wolverines, and arctic foxes. In the Canadian Rockies are bighorn sheep, pumas, grizzly bears, and, of course, Rocky Mountain goats. Great flocks of waterfowl—wild geese and ducks—spend their summers on the lakes of Canada. In the autumn we see and hear them as they fly south for the winter season.

*Canada is rich in minerals.* How rich she is no one knows. Some deposits are far from the industrial centers. Large deposits of coal are in Nova Scotia, Alberta, and British Columbia. This coal is being used, but much of the coal for industry is imported from the United States. There are extensive iron deposits, but only recently has the mining of iron ore been important. Oil fields were developed during World War II near Calgary, Alberta, and on the Mackenzie River far to the north. Oil is found also in Ontario and other places. Minerals of great value are gold, radium, uranium, mercury, tungsten, chromium, and manganese. The great demand for some of these in World War II aroused Canada to their worth. The use of uranium in making the atom bomb was a striking example of the importance of Canadian minerals.

*Although Canada is rich in natural resources, many essentials must be imported.* It is necessary for her to trade with other nations. This she has learned to do. She needs materials which come only from tropical regions—rubber, tropical fruits, tea, coffee, and fiber. Fortunately she has valuable minerals, lumber, fish, and other goods to exchange. She also has a marvelous waterway over which goods can be shipped.

*Canadian "Mounties" are famous.* No police force is more widely known for their daring, skill, and courage. They were organized about seventy-five years ago. Adventurers to the west



SCHOOLROOM  
IN A RAILWAY  
CAR. This  
school is brought  
to the pupils who  
have no other  
school. (*Photo-  
graph by Cana-  
dian Pacific  
Railway Com-  
pany.*)

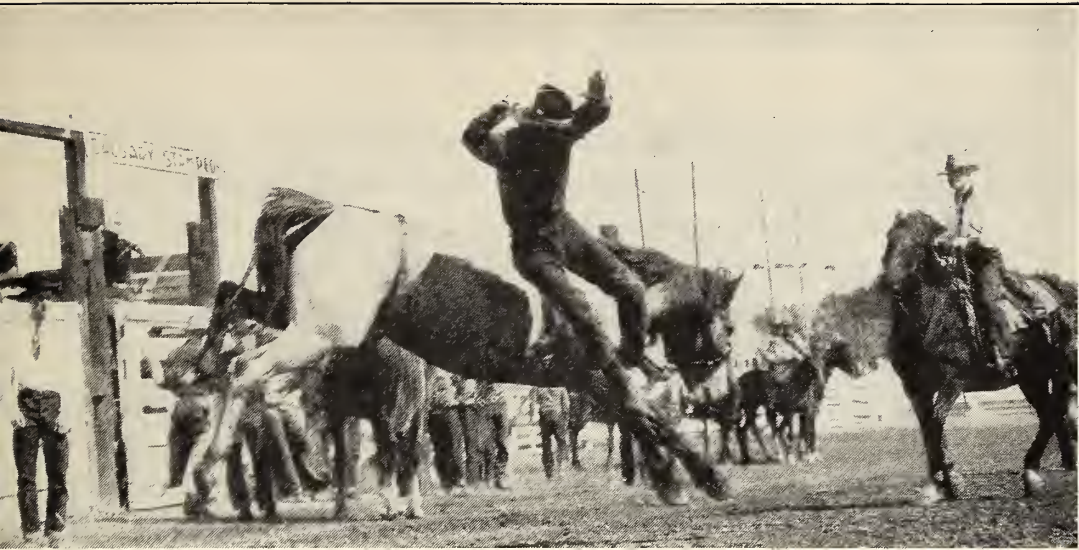
were often lawless. The Royal Canadian Mounted Police were to enforce the law anywhere in Canada. In their first assignment some three hundred of them swept westward across the country. Lawbreakers were driven out.

*There are many good schools in Canada.* Canadians believe in education. There are good public schools in every province. All children are compelled to attend elementary school. Large numbers go on to high school and to technical schools and the university.

One of the strangest schools of Canada is held in a railroad car. A car is fitted with seats, desks, blackboard, books, and paper. It is much like our one-room school in the United States. These cars are taken to small stations on the railroad where no school has been built. The schoolhouse (car) goes to the children instead of the children going to the school. When the snows are deep, this is fortunate.

Nearly all people in Canada are able to read and write. They have many good libraries. Good music can be heard in all parts of the country. Canada has inherited from Europe many good things to help make her great.





COWBOYS RIDE IN THE CALGARY STAMPEDE. Cowboys from the Canadian ranches enjoy competing in bareback races, calf roping, riding tough horses, and other feats. (*Photograph by Canadian Government Travel Bureau.*)

*Sports—especially winter sports—are very popular.* Ski runs and toboggan slides are found in many places. Hockey games are played in nearly every community. In recent years baseball has become popular. Canadian teams play United States teams. How fine all this is! As long as Canadians and Americans work together, play together, trade with each other, and visit each other, the two countries will remain good friends and good neighbors.

#### THE GOVERNMENT OF CANADA

*The government of Canada is similar to ours.* The large divisions in the United States are, of course, the states. The large divisions in Canada are the provinces. There are nine provinces and two territories. Ottawa is the capital of Canada as Washington is the capital of the United States. The members of the Canadian senate are nominated by the governor-general, who is appointed by the crown. In this way Canada keeps a connection with the British Commonwealth of Nations. The active head of the government is the prime minister. He is elected by the

House of Commons. The members of this body are elected by the people for terms of five years. There are 245 members. The prime minister holds a position somewhat like that of our President. He, too, has a cabinet to advise him.

*Ottawa, as we have seen, is the capital of Canada.* It is a beautiful city situated on the Ottawa and Rideau rivers. The point of greatest interest is Parliament Hill. Here are the stately government buildings in which the offices for the several departments of government are located. The parliament meets here to make the great government decisions for the dominion of Canada.

When the President of the United States visits Canada, he is entertained officially at Ottawa. When the prime minister of Canada visits the United States, he is entertained officially at Washington. Such meetings have helped to bind the countries together in good will and cooperation.

#### FOR YOU TO DO

Copy the first column of words and phrases. Then select the word or phrase from the second column that tells about the topic in the first column. Write what you selected beside the topic it matches.

- |                             |  |
|-----------------------------|--|
| 1. Quebec —                 | Canadian capital                       |
| 2. Prairie Provinces —      | Far West                               |
| 3. Canadian Mounties —      | exploration                            |
| 4. Montreal —               | "meeting place"                        |
| 5. large deposits of coal — | Manitoba, Saskatchewan, Alberta        |
| 6. Lake Michigan —          | French province                        |
| 7. important resource —     | enforcement of law                     |
| 8. Ottawa —                 | prime minister                         |
| 9. British Columbia —       | one thousand miles from the Atlantic   |
| 10. Toronto —               | railroad car                           |
| 11. airplane —              | vast forests                           |
| 12. strange school —        | skiing                                 |
|                             | Nova Scotia, Alberta, British Columbia |
|                             | south of the border                    |

## INTERESTING THINGS TO DO

1. Discuss how to write a good business letter.
2. Look in magazines and newspapers for addresses of travel bureaus advertising Canadian tours. Write for folders about travel in regions you select.

Have a committee select the best letters to send.

3. You may wish to write to the Canadian Government Travel Bureau, Ottawa, Canada, for information about travel in Canada.
4. You may wish to write to the National Council of Social Studies, Washington, D. C., for suggestions for learning about our neighbor Canada.
5. Watch magazines, your school papers, and daily newspapers for references to Canada. Choose a committee to be responsible for an attractive bulletin board—CANADA—during your study.

At the close of your study, paste your collection in a scrapbook to be willed to the next class in your room. Make an index for your book.

6. Read for enjoyment and information the book *Made in Canada* by Mary Graham Bonner. (See Bibliography, page 486.)

After reading the book, make an article like one of those made in Canada.

7. Make a mural showing the many kinds of workmen in Canada.
8. Make a chart comparing the government of Canada with that of the United States.

## TOPICS FOR FURTHER READING

From available references you will enjoy finding and reading about the following topics:

Bay of Fundy	Forestry in Canada
Cape Breton Island	Mining in Canada
Ontario, the Banner Province	Hudson's Bay Company
Lobster Fishing	Tides
Salmon Fishing	Alaska Highway
Quebec	Niagara Falls



### 3. THE WONDERLAND OF MEXICO

*Our neighbors to the south differ from us in many ways.* We have just been reading of our neighbors to the north—the Canadians. They are like most of us in the United States in so many ways. When we turn to our neighbors to the south, we find something very different.

Part of the boundary between the United States and our southern neighbor, Mexico, is the Rio Grande River, and part of it is only an imaginary line. Mexico, as a land, is as near to us as Canada is. The people of Mexico are different from us in many ways. Perhaps the first thing we think of is difference in race or color. Most of the people of Mexico have dark skins, but not all. Most of them speak Spanish. They are different from us in dress, in customs, and in other ways.

#### GEOGRAPHY OF MEXICO

Most of Mexico is in the Torrid Zone, but because of the mountains and high plateaus the climate of a large part of it is mild. Mexico is about one fourth the size of the United States. To the east is the Gulf of Mexico and to the west the Pacific Ocean. The low narrow plains along these shores have a hot, tropical climate. The northern parts of the plains are hot and dry. To the south there is more rainfall, with dense jungle land steaming from the heat. Since the plains are narrow, one travels only a little way into the interior before coming to slopes which reach up to great heights. This is true for both the eastern and western coasts.

*Great chains of mountains extend along both coasts.* These mountains—Western Sierra Madre and Eastern Sierra Madre—reach heights of ten thousand feet or more. The two mountain ranges meet in the south, forming a slender and irregular V. Between the ranges lies the great plateau. It varies from three



SOME OF OUR GOOD NEIGHBORS TO THE SOUTH

thousand to eight thousand feet above sea level. This high altitude gives it a mild climate. The sun is very hot during the day, but the nights are cool and pleasant. Over half of the people of Mexico live in the portion of the plateau which is near Mexico City. Indians coming into the region centuries ago called it Anahuac, which means "land of lakes."

In the region where the mountain ranges meet—south of Mexico City—are a number of volcanoes. The most famous are Popocateptl and Iztaccihuatl. There are many legends about these giant peaks which rise to a height of over seventeen thousand feet. It is said that Iztaccihuatl was a beautiful princess. Her Aztec emperor father offered her in marriage to the warrior who could vanquish his enemies. Popocateptl, a brave young warrior, loved the princess. Off to the war he went. As he was returning victorious, his rivals sent false news to the emperor that he was dead. The princess grieved and died. In his great grief, Popo (Mexicans cut the long name short) built a huge pyramid to receive the body of the princess. He built another close by, where he stands bearing a torch as a beacon during her eternal sleep. This is one of the myths about these two great volcanoes of Mexico.

#### EARLY INHABITANTS OF MEXICO

The first people to live in Mexico are believed to have come from the north. Possibly they were related to the Indians who were the first inhabitants of the western part of the United States. Scholars are busy trying to learn more about the people who lived in Mexico centuries ago.

The Toltecs (an Indian tribe or people) had conquered most of the country by the year 1000. They were both fighters and builders. It was they who built the great Pyramid of the Sun. Thousands of visitors go to see this great structure about forty miles from Mexico City. It is over 200 feet high and over 700 feet





PARICUTIN, MEXICO'S NEWEST VOLCANO, IN ACTION. (*Photograph by Pan American World Airways System.*)

square at the base. It is as interesting as an Egyptian pyramid. The sides are not so steep as those of Egypt, but it is a giant structure.

The Toltecs were conquered by the Aztecs. The Aztecs were in control of Mexico when America was discovered. Their civilization is said to have been much like that of ancient Rome. They had built the city of Tenochtitlan near the present site of Mexico City. The great Montezuma, king of the Aztecs, was on the throne when the Spanish came in 1519. He was living in great splendor. Beautiful gardens were filled with flowers. The city was built on an island in a lake. About it were floating islands covered with beautiful shrubs and flowers. Many of these islands can be seen today. They no longer *float*, but visitors are taken in small boats through the canals that surround them.

#### SPANISH CONQUEST OF MEXICO

*The Spaniards come to Mexico.* Hernando Cortez, a daring young Spaniard, led a small army against Mexico in 1519. At first the Aztecs were uncertain as to how they should treat the Spaniards. There was a legend that the god of the Aztecs had been a man of fair skin. He had promised to return. Might this be the god of the Aztecs? They were soon to find out that Cortez came as a conqueror. Montezuma received Cortez and entertained him at Tenochtitlan. But while he was being entertained, the Aztecs attacked and plundered his stores at Vera Cruz. When he learned what had happened, Cortez seized Montezuma and forced him to surrender his men who had gone to Vera Cruz. Cortez ordered every man in the party to be burned alive at the palace gates before Montezuma.

Cortez had fewer soldiers than the Aztecs, but he was a skillful fighter. Montezuma, brought from prison, was stoned to death by his own people. Everyone was terror stricken. The Spaniards plundered the city, searching for Montezuma's treas-





THE RUINS OF THE PYRAMIDS OF THE SUN AND THE MOON, built by the Toltecs, are proof of the artistic and engineering ability of this Indian tribe. (Photograph by Pan American World Airways System.)

ure. In the fighting, the Aztecs were reduced from over 200,000 to 70,000. Cortez was soon the master of Mexico. He turned his attention to putting the country in order. He was a conqueror and the people were subdued, but he was not a wise governor.

*Spain took out of Mexico all the riches she could for about three centuries.* During these years there was little interest in colonies. The Spaniards were not interested in founding colonies. They were seeking gold and adventure. Most of the young men who came from Spain to Mexico found more adventure than gold.

Missionaries from Spain came to teach Christianity to the



Indians. These devoted men saw the cruelty of the Spanish adventurers. They saw how the settlements had been pillaged and looted, the best land seized, and heavy taxes levied. Many priests tried to help the Indians. The priests were kind, but the Spanish soldiers were often cruel. At last Father Hidalgo led a revolt against all this. He was captured and executed, but the revolt continued. He was a friend of the common people and his name is honored in Mexican history.

*Who are the people of Mexico today?* About 30 per cent are pure-blooded Indians. Their hair, their features, and the color of their skin are much like those of the Indians of the United States. After the Spaniards conquered Mexico, many of them married Indian women, and soon there were children of mixed blood, or *mestizos*. At present about 60 per cent of Mexico's population are the mestizos. Less than 10 per cent are pure white. Spanish is the language of the country, but nearly two million Indians speak their own dialects. Travel is so difficult in many parts of the country that settlements may not be in touch with other settlements for many months or years.

#### HOME LIFE OF THE MEXICAN PEOPLE

About three fourths of the Mexicans are farmers. The Mexican farmers and their families live in small villages. Their fields are nearby, and they go out to till the soil in season. Most of their homes in these small villages are very simple. We must remember that the climate requires little shelter from cold. Frost is almost unknown. A roof of broad leaves or grass will turn the showers and protect the family from the sun. The walls may be made of mud and adobe or of slender poles that have been woven together. The floor is pounded earth. Only the better class of farmer has a home with glass windows. There is no chimney. A small fire for cooking is built in a brazier, which is often just outside the door. During a rain the brazier is brought inside. The

MEXICAN POT-  
TERY MAKER  
TAKING HIS  
WARES TO  
MARKET. He is  
dressed in the  
simple clothing  
of the common  
people. (*Photo-  
graph by South-  
ern Pacific Rail-  
ways of Mexico.*)



principal food is the *tortilla*. This is a kind of pancake made of corn meal.

The grinding of corn goes on every day in every village. The corn is first soaked in warm limewater and then ground into a thick paste to be patted into cakes. In poor homes in small villages the corn is ground between stones. In larger villages there may be a community grinder—somewhat like the food grinder in your mother's kitchen.

Beds in the poorer homes are straw mats. In the lowlands, hammocks may be used. As a farmer prospers, he may add a second room to his home and even have a bedstead. This is often a matter of great pride—like owning a new family car with us.

Clothing of the common people is very simple. A man wears trousers made of coarse white cotton. His thin cotton shirt is nearly always pink in color. A huge sombrero (a hat with a broad brim) covers his head and gives protection against the sun. He usually wears sandals. In recent years many of these have been made from the treads of old auto tires. Others are made of leather. His *serape* (a woolen blanket) completes his outfit. The serape may be folded and carried over the shoulder. If the breeze is chilly at night, he wraps it about him. It is a cover when he sleeps. Rarely will you see a man on the road without his serape.

A woman wears a skirt and blouse and usually goes barefoot. Her distinctive feature in dress is the *rebozo*—a kind of shawl. It is as important for the woman as the serape is for the man. Children run around barefoot. Girls wear little smocks, and boys wear shirts and trousers. If the weather is very warm, the boys do without the shirts.

*The homes of well-to-do Mexicans are beautiful.* They are usually the Spanish colonial style of architecture, with a courtyard or patio in the center. The house is built around the patio and the rooms open onto it. The patio is often a beautiful garden of flowers with sometimes a pool or fountain. The portion of the house next to the street may be very plain. Only from the inside does one see its beauty and understand its comfort. Stone walls, interesting casement windows, and floors of beautiful tiles make such a home very artistic.

#### WORKING TOGETHER

1. List as many different types of people as you can who live in the United States. Recalling different areas in the United States, such as mining, manufacturing, or mountain, will help you with your list. You may wish to interview people in your community to give you suggestions.



Make a list of the different types of people who live in Mexico. Recalling the different areas there will help. Thinking of the different occupations may also help you with your list.

What likenesses do you find in your lists?

What differences do you find?

2. Make a cross-section map of Mexico with papier-mâché. Read again the suggestion on page 31 of your text.
3. Make a papier-mâché map of Mexico. Decide ways to make your map both informative and attractive.
4. Choose a committee to plan a Mexican broadcast at an appointed time each day. Plan a varied program of legends, news of the day, Mexican recorded music, or Mexican songs by members of the class.

The committee may wish to plan a dramatization of the history of Mexico to broadcast by television.

5. Make a replica of the Mexican flag. You may wish to paint a flag, or color one with wax crayons on cloth.

If you make the cloth flag, rub the wax crayon into the cloth. Place the colored side on a newspaper. Press the back of the cloth with a warm (not hot) iron. The heat will make the color permanent.

6. Write to travel bureaus for descriptive folders about Mexico.

Working together, plan a trip to Mexico (1) by air, (2) by automobile, (3) by train. Figure the costs and decide which trip you would like to enjoy.

7. Write the population of Mexico on the blackboard. Write the population of the United States. Give as many reasons as you can why the population of the United States is greater than the population of Mexico.

#### 4. COMMUNITY LIFE IN MEXICO

*The great social center for all the people in Mexico is the public market.* In each village, town, and city is a market. The people come great distances to these markets with their produce. Many have donkeys to carry the loads. Others carry packs on their backs. The packs may include almost anything—live chickens, articles woven from straw, fruits, vegetables, carved wood, hand-woven goods, baskets, and pottery. The market place is colorful. A small space or booth is assigned to each person or family. There is much talk everywhere. Sales are made slowly, for the talk about price and quality is as valuable to these people as the thing itself. To hurry a sale would take away some of the joy of the market.

*Mexico is improving her schools.* For many years the schools of Mexico were poor. Thousands of people could neither read nor write. This has been greatly changed. In recent years, adults who could not read have been required by law to learn to read and write. Those who can read and write are compelled to teach others to read and write. But what of the children? There is now a public school in nearly every village. If the village is very small, the school will have only one room. The building is often the best in the village even though it is simple. All children must go to school.

*Mexican children have an interesting time.* They have fewer manufactured toys than American children, but they have other means for enjoying themselves. They invent many little games much like our tag games. Since there are thousands of donkeys in the country, children may have the joy of many rides. Little girls make dolls out of straw and dress them with bits of colored cloth. Nature is rich all about them and offers many opportunities for doing interesting things. A palm leaf can be made into a number of objects for fun, such as a roof for a doll house, or a fan.

Children learn at an early age to weave, make baskets and pottery. There are birds and insects to watch—not to mention toads and snakes. In the low country one sees many colorful birds. In the mountains and on the plains are the birds that fly high and far.

Mexican children live in a land where they can be outdoors every day of the year. Some hope to be ranchmen and ride fine horses. The ideal is to wear a *charro* costume. This includes a great sombrero with many decorations. There are fine boots and trousers with embroidered stripes on them. The shirt and jacket are colorful. Even the saddle may be richly decorated with silver.

#### MEXICAN AGRICULTURE

*Agriculture in Mexico is important but it is not well developed.* There are the great cattle ranges where thousands of cattle graze. These are a source of meat and hides, but the cattle business is still wasteful. Better breeds of cattle are being developed. Recently dairy herds have become much better. Milk and butter are still scarce, however, and thousands of families have none.

Corn is the most widely used food, and beans are second. Schools of agriculture are teaching the farmers to grow better crops of corn, beans, and also wheat. Sugar cane is a good crop in some parts of the country. There are excellent lands for more sugar plantations on the lower plains which are yet to be developed.

Large quantities of tobacco and coffee are grown. Much of it is shipped to the United States. Sisal, a fiber taken from the agave plant, is used for making ropes and cords, and is the most valuable crop for export. Much of this is grown in the province of Yucatan. Another export from this region may interest you. It is chicle. This is a gum which is taken from a tree and used for making chewing gum. In the lowlands are banana plantations.



More and more orange and grapefruit trees are being planted. Berries and vegetables are exported.

#### MINERAL WEALTH OF MEXICO

*The mineral wealth of Mexico is enormous.* Expert mining engineers cannot tell us how much wealth lies below the surface of Mexico! Centuries ago the Spanish and others learned of this great wealth. They looked for gold and silver, but there are other minerals in Mexico that are even more useful. There are very extensive petroleum deposits. The oil industry of Mexico interests all the world. Its convenient location for ships seeking oil adds to this interest. Oil is the fuel used in merchant vessels, naval vessels, and airplanes. Do you see how important this is today? During World War II all the countries in the war wanted oil from Mexico! There was danger that our enemies might be able to get oil from that country or that they would sink our tankers carrying oil from there.

Mexico supplies possibly 40 per cent of the world's silver. Most of it is shipped to foreign countries in the form of bars. Large amounts of this precious metal are used by the clever silversmiths in Mexico. The manufacture of fine silver pieces has become a large industry. The production of lead is second to that of the United States. Large amounts of mercury, graphite, and antimony are exported to great industrial centers. Tungsten is found in large deposits, and also cadmium. Fortunately for future industry there are large deposits of coal. This is another mining industry yet to be developed in Mexico. The possibilities in mineral wealth are very great, and Mexican leaders are aware of the fact. They are making great plans for the future.

#### THE OLDEST CITY IN NORTH AMERICA

*Mexico City is the oldest city in North America.* It is the capital of Mexico and by far the largest city in the country. Its



THE CATHEDRAL AT MEXICO CITY is more than three hundred years old. A pipe organ in the cathedral is one of the largest in the world. *(Photograph by Pan American World Airways System.)*

beginnings date back to the Aztecs. They had built a fine city here 150 years before Columbus set sail for America.

The cathedral is at the center of the city. It was built on the site of the Aztec pyramid and temple, years before the Pilgrims came to Massachusetts. It faces the great public square or plaza which is called the Zocalo. About this plaza are the National Palace and other government buildings. Other important buildings are near.

THE FLOATING GARDENS OF XOCHIMILCO. Originally the gardens were mats of strong reeds covered with earth and actually did float. (Photograph by Public Relations Bureau, Washington, D. C.)



The great avenue of the city is the Paseo de la Reforma. The people call it the Reforma. It reaches from the center of the city to Chapultepec Park. It is to Mexico City what Pennsylvania Avenue is to Washington, D. C. Beyond Chapultepec Park is Chapultepec Castle. The castle is at the top of a hill overlooking the city. Chapultepec means "grasshopper." The great grasshopper castle sits on top of the hill looking down upon the city.

*If you visited Mexico City you would want to go to Xochimilco.* Xochimilco is an Aztec word meaning "flower gardens" or "floating gardens." There you see how the Aztecs once kept their floating gardens. These no longer float but now rest on the bottom of the lake. Between the islands there are dozens of winding canals through which flat-bottomed boats are pushed. Each boat has a colorful name worked out on a banner of flowers. You may choose to set sail in *Lola* or *María*. As you glide along, musicians in other boats come alongside and serenade you—for a tip. Other boats are loaded with bouquets. One can buy a large bunch of flowers for a few cents.

#### THE GOVERNMENT OF MEXICO

*Mexico is a republic.* It consists of twenty-eight states, three territories, and the Federal District. The Federal District is somewhat like our District of Columbia. The address for the capital city is Mexico City, F. D. The president is elected for a



term of six years. He cannot succeed himself. The senators are elected for a term of six years and the deputies for a term of three years. The president appoints a cabinet of nine members much as the President of the United States appoints cabinet members. Each state has a governor and legislature.

*Spanish missionaries pushed their way from Mexico to California and other parts of the United States.* Father Serra, a monk, led in the founding of nine missions in California. He and other monks looked for fertile soil. They irrigated gardens, planted fruit trees, and designed beautiful architecture. The missions of white walls and red-tiled roofs were built around courtyards. An arcade with beautiful arches faced the courtyard or plaza. So comfortable and beautiful were these buildings that many of their good points are copied in buildings of today. Thus our European heritage also came through Mexico to our great southwestern states. Peoples of many lands and times have helped to build our world.

### MAKING DECISIONS

The following thoughts are taken from this section of your text. Copy the sentences neatly. If the fact is also true in our country, write *U.S.* at the close of the statement. If the facts could not be true in the United States, do not write anything.

How many facts are true both in Mexico and the United States?

Add other facts that are true both in Mexico and the United States.

1. The great social center for the people is the public market place.
2. The country is improving her schools.
3. If the village is very small, the school will have only one room.
4. Since there are thousands of donkeys in the country, children may have the joy of many rides.
5. There are great cattle ranges where thousands of cattle graze.
6. Sugar cane is a good crop in some parts of the country.
7. Large quantities of tobacco and coffee are grown.
8. More and more orange and grapefruit trees are being planted.
9. Another export from the region may interest you. It is chicle.
10. There are very extensive petroleum deposits.

## 5. BRAZIL, THE GIANT OF SOUTH AMERICA

*Brazil is the giant country of South America.* It is larger than the United States. The equator passes through the northern part of Brazil. It is a huge land of the tropics. About half of all the people in South America live in Brazil—about 43,000,000. It is so large, however, that the people need not be crowded. Here in Brazil is the greatest river of South America and of the world—the Amazon. This huge river, with a mouth two hundred miles wide, drains (with its tributaries) over half of the whole country. There are other great rivers and rich fertile valleys. The rainfall is heavy in most parts of the country. Thus we know at once that Brazil is rich in possibilities. Good soil, plenty of rainfall, and a warm climate should mean great production.

The highlands of the southeastern portion contain over half of the population. It is the most comfortable part of the country in which to live. The high altitude makes the air cooler. Most of the white people live here, and the largest city and capital, Rio de Janeiro, is here.

*The people of Brazil are of different races, but millions of them speak Portuguese.* In all other countries of South America Spanish is spoken. How did this come about? About a century and a half ago the royal family of Portugal was forced to flee. They, and many of their officials, came to Brazil in ships loaded with goods. Of course they spoke Portuguese and followed the customs of Portugal. Portuguese is much like Spanish, and the Spanish and Portuguese customs are much the same. About half or more of the people of Brazil are white. About a third of the people are Negroes or mixtures of Negroes and whites. There are Indians and many mestizos. The races and colors of Brazilians are a mixture, but the people get along well together. In the tropical northeast, the population is largely Negro and mestizo. The Indians are scattered widely, and the whites have



SOUTH AMERICA, THE OTHER AMERICA. It consists of ten republics and the three colonies of British, French, and Dutch Guiana.



settled in the southeast. Although the first white settlers were Portuguese, large numbers later came from Italy, Spain, and Germany.

#### ALONG THE AMAZON

*The Amazon flows near the equator.* Look at a globe and you will see that this is so. The great tropical jungles along this mighty river are most interesting to explorers. With an annual rainfall of about eighty inches the jungle is always wet. The heat in these jungles is intense. The jungles fairly steam and in most places cannot be penetrated. The natives live along the streams. What goods come from this region? What is life like in the tangles of the jungle?

The forests along the Amazon furnish wonderful hardwoods. Rubber plantations have been started here, but the production is not large. The tree known as the red dyewood has been important for many years. It is used for making dyes and fine furniture. It also gave the country its name. The Portuguese word for this wood is *brasil*. Brazil became the Land of the Red Dyewood! The Amazon region also furnishes great cargoes of nuts. No doubt you have eaten Brazil nuts which were shipped to the United States.

*The people who live along the Amazon are primitive.* What do we mean by that? We mean that they have very simple homes. They have no written language. They have built no roads or highways. These Indians of the Amazon build their huts as high above the streams as possible to avoid floods. They do not understand floods as our engineers do, but they know they will come. The important part of the hut is the thatched roof, which keeps out the torrents of rain. Broad leaves are woven for the sides to keep out insects and other animals. The furnishings are simple. Hammocks are woven for sleeping. There are a few utensils for cooking. Hatchets or knives are needed for cutting



SOUTH AMERICAN INDIANS seem to enjoy a game that resembles hockey. The man in the white shirt is possibly refereeing the game. (*Photograph by Ewing Galloway.*)

through the jungle. Clothing is practically unnecessary. It is worn mostly as an ornament.

Food comes from several sources. There are the wild fruits which can be had for the taking. Sometimes a small spot is cleared for a garden. Fish are easily caught from the streams. Wild animals can be killed for food. The Indians' hunting rifles are most interesting—only they are not rifles. They are not even bows and arrows. They are long hollow reeds or blowpipes. A small sharp dart is blown through the blowpipe, in much the same way that we use a peashooter. The dart is shaped like a long slender pencil. A bird is easily brought down by a dart from a blowgun. For large game the point of the dart is poisoned. Would you like to go hunting in the jungle with such a gun?

#### FARMING IN BRAZIL

*Let us visit the coffeepot of the world.* The region of southeastern Brazil produces about two thirds of the world's supply





COFFEE GROWING is one of the chief industries of South American countries. *Upper left*, Coffee plant with flowers and berries. *Lower left*,





Women sorting beans. *Upper right, Picking beans. Lower right, Shipping coffee. Center, Drying the beans previous to storage and shipping.*

of coffee. It also produces other things, such as sugar cane, tobacco, and cotton. The soil is deep and rich. There is plenty of rainfall and the climate is mild. The slopes are ideal for growing the finest of coffees.

To learn about a coffee plantation, we should visit it at least twice, first in September or October and then in April or May. The first thing to remember is that we are south of the equator. September and October are months of spring. The coffee orchards are then white with blossoms. The bushy trees are from six to ten feet high. The blossoms are richly fragrant—much like the honeysuckle but even sweeter. Thousands of insects know this sweetness. Bees, butterflies, and even hummingbirds are fluttering and flying about. These sweet flowers will some day produce coffee berries. When they are ripe for picking, they will be a deep red or black in color. The picking time is April and May or even later. Do you remember what season that is? It is autumn, south of the equator.

Now to the harvest! The skin of the berry begins to shrivel. Inside the berry are two seeds, green in color. Each is the shape of half an olive split the long way. The flat sides face each other. The pickers in Brazil strip the berries from the branches with one quick swish. The berries are washed and spread out to dry in the sun. About three weeks later the skin and pulp parts are taken off the berries by running them through machines. The green coffee beans are then sorted and placed in large bags for shipment. Thousands of these great bags of coffee are packed off to great freighters from all parts of the world. Brazilian coffee goes to many lands—Norway, Sweden, the United States, and others.

The roasting and blending of coffee requires experts. Men are trained to taste it and get just the right flavor. They know what different people prefer and so blend the different flavors. It is probable that some of the coffee your mother has in her kitchen came from Brazil.



*Agriculture is big business in Brazil.* When Brazil belonged to Portugal, the king made large grants of land to his friends. A man from Portugal would be given a huge estate which was worked by native Indians or Negro slaves. The Negroes were imported from Africa. It is said that some of these estates were larger than England. An estate is called a *fazenda*. In recent years these great *fazendas* have been broken up, but they are still large. Their average size is nearly five times that of the average-sized farm in the United States. And we have many large farms in our country!

Coffee is the greatest farm crop of Brazil. Cotton and corn of fine quality are also grown. Some of the cotton land is said to be very good. Brazil grows fine cotton with a long strong fiber. Better cloth can be woven from long fiber than from short fiber. Other crops are rice, sugar cane, tobacco, and fruits.

Large numbers of cattle, sheep, and hogs are produced. These add to the exports to other countries. Brazil can produce coffee for breakfast, meat for dinner, rice for supper and, to serve with them, sugar, fruits and vegetables. She can furnish wool or cotton for clothing, hides for shoes, rubber for automobile tires, and hardwoods for fine furniture.

Brazil can produce much more in the future than she has in the past. Settlers from other countries have come in recent years. They are doing as some of our settlers did. They build prosperous communities. There are in Brazil such communities of Italians, Swiss, Germans, and Japanese.

*Industries are growing in Brazil.* The making of textiles of cotton, wool, rayon, and silk has become an important industry. Paper and paper products are made in large quantities. Other products are shoes, hats, chemicals, and metal goods.

*Brazil needs more transportation.* It does have wonderful river waterways, but for such a large country these rivers are not enough. Great mountains rise between the coast and the interior.





CHRIST OF THE CORCOVADO is an enormous statue, 130 feet high, towering over the city of Rio de Janeiro from the highest of the many peaks



surrounding that harbor. It is at all times impressive, but at night, when it is lighted with electric lights, it is especially awe-inspiring.



Railroads have been built to important regions, but in all there are less than 25,000 miles of railroad. It is hard to build them. Either tunnels must be cut through the mountains or steep grades must be made. Highways are being built, but there are not nearly enough of them now.

#### LIFE IN BRAZIL

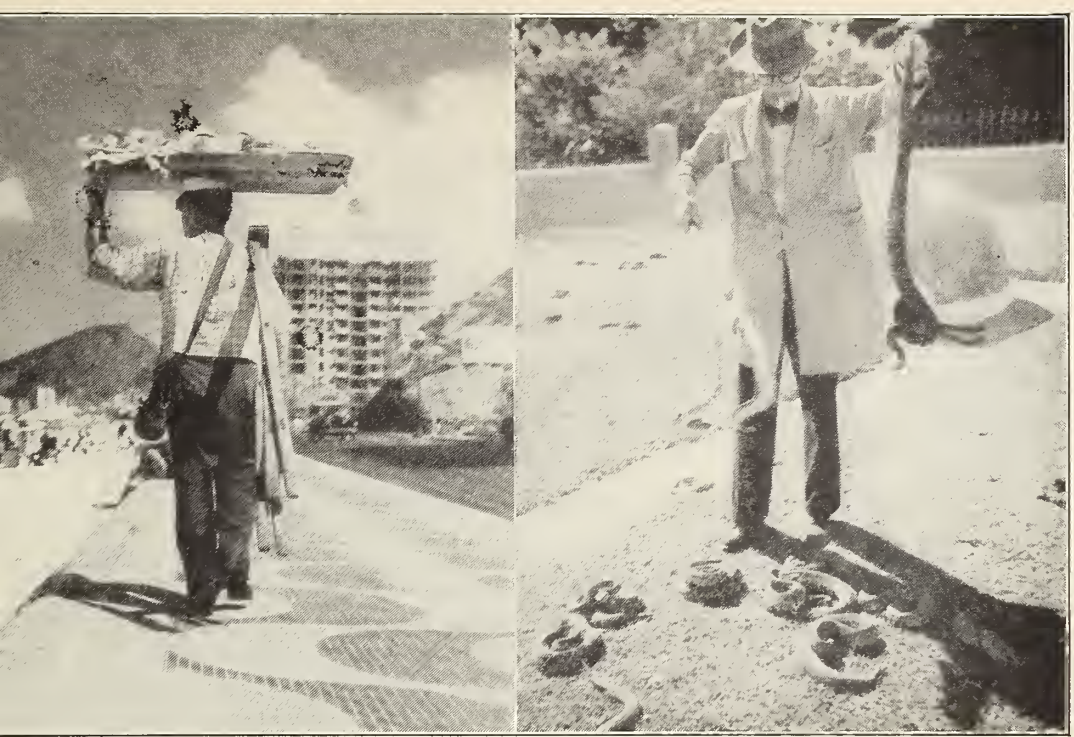
*How do the people live?* We have told of the people who live in the jungle. The people in the towns and cities live much as we do. Rio de Janeiro, the largest city, is the capital. It is a modern city and a great seaport. Rio, as it is popularly called, has a marvelous location. It is situated on a beautiful bay, guarded at the entrance by two great rocks—Pico to the right and the Pao de Acucar (Sugar Loaf) at the left. For many years Rio was not well kept. Sanitation was neglected. Now it is a model of cleanliness and beauty. Great modern buildings, broad avenues, thousands of palm trees and flowering shrubs delight all who visit the famous Rio. There are industries and great stores. Along the avenues are beautiful homes and magnificent churches. Rio has set the pace for clean and comfortable living. People in other cities and towns follow this lead.

*Brazil is a republic.* All men and women upon becoming eighteen years of age have the right to vote. The president is elected for a term of four years and cannot succeed himself. The legislative body is made up of a Chamber of Deputies and a Federal Council. The country is divided into twenty states and a Federal District.

Brazil has long been friendly with the United States. In World War I she was the only country of South America to declare war against Germany. In World War II she quickly joined in defense of the Americas.

*There is a growing interest in education in Brazil.* Many of her people—over 50 per cent—cannot read or write. Recently





A FRUIT VENDOR IN RIO DE JANEIRO carrying fruit to market. According to travelers, this fruit is said to be very delicious. A snake farm at São Paulo, Brazil (*right*). Prevention of death by snake bite has resulted from a study of these poisonous reptiles. (*Photographs by Elizabeth R. Hibbs.*)

the government has been giving more attention to education. Schools have been improved. The states control the elementary schools. The federal government controls the high schools. There is a great national university at Rio de Janeiro, and there are several other universities.

Education is not compulsory. Communities may have schools if they wish. This means that many children do not have an opportunity to go to school. Children of the well-to-do attend private schools.

*There is freedom of religion in Brazil.* People are free to choose their religion, so there are many religions in Brazil. Each religion has its own churches, and there are many of them. The churches have encouraged health programs and the building of hospitals.

*Brazil and the United States should be good neighbors for many reasons.* Since Brazil is in the Torrid Zone she can produce many goods that we cannot produce. We can, however, produce goods that she cannot produce. Therefore we should cooperate and exchange our goods. Her vast areas should be developed. Roads should be built. New industries are needed. There should be better public education. We can help and encourage Brazil in all these things. The two countries have stood together in time of war and should stand together in time of peace. A final reason that the United States and Brazil should be good neighbors is that the two countries have a common heritage from Europe. By working together we are building our world.

#### FOR YOU TO DO

Copy the following statements. Underline the word in parentheses that makes the statement correct.

1. Brazil is (smaller, wider, larger) than the United States.
2. Brazil is the (baby, father, giant) country of South America.
3. The (Amazon, Mississippi, Congo) is known as the greatest river in the world.
4. About (one half, two thirds, one third) of all the people in South America live in Brazil.
5. Most of the people in Brazil speak (English, Portuguese, German).
6. A large estate in Brazil is called a (*hacienda*, *fazenda*, *brasil*).
7. Manufacturing is (importing, increasing, decreasing) in Brazil.
8. Brazil is divided into (20, 32, 23) states and a Federal District.
9. There is (little, much, more) attention being paid to education in Brazil.
10. Brazil believes in freedom of (constitution, religion, books).



THE IGUAZU FALLS form a part of the boundary between Argentina and Brazil. So vast are these falls that an entire view of them can be obtained only from an airplane. (*Photograph by Ewing Galloway.*)

## 6. PROGRESSIVE ARGENTINA

*Argentina is the second great country of South America in size.* As we look at the map we see that it is in the temperate zone. We shall expect it to be something like the United States in climate, except that the seasons will be turned around. They will have winter while we have summer. It is about a third as large as the United States. Its population is not much more than that of New York State. But it is a country of great wealth. How did this come about?

Spanish explorers found their way along the coast of Argentina within fifty years after Columbus' voyages to America. But not until about a century ago did Argentina grow into importance. A constitution, much like ours, was adopted, and Argen-



tina became a republic. Although facing many difficulties along the way, the country gradually became stronger. The population increased, and business expanded enormously. When World War I came, there were many demands for products from Argentina. It rapidly became important in international trade.

*The Pampas is the heart of Argentina.* The Pampas is the great plain surrounding Buenos Aires. This rich region produces wheat, corn, flax, and livestock. It means to Buenos Aires what the Mississippi Valley means to Chicago. The Pampas appears level, but it really slopes gently upward to the foothills of the Andes Mountains. It is much like our plains of Kansas, Nebraska, and the Dakotas. There are practically no native trees, but trees have been planted by settlers. These serve as windbreaks and shelter for the livestock.

*Large numbers of hardy cowboys once lived on the Pampas.* They were called *Gauchos*. They wandered over the Pampas much as our cowboys roamed our plains. They rode the ranges, as our cowboys did, to care for the cattle. Many Gauchos were of mixed white and Indian blood. They were rugged frontiersmen. They dressed in white breeches, high-heeled boots, broad-brimmed hats and carried colorful blankets. Like our cowboys they were skillful with the lasso. They lived in small thatched huts on the prairies and tended the herds of cattle.

Later the land was taken over by wealthy owners in Buenos Aires. The Gauchos resented this, but new settlers came in. The Pampas was divided into big estates called *estancieros*. Great changes resulted from this. White immigrants from other countries were sent out by the owners to farm the land and care for the herds. Bitter fights followed. The Gauchos have largely disappeared. The new farmers were practically peasants and lived a hard life. Now methods of farming are being improved, and more farmers own their land.

*Argentina is productive.* Among her important products are



GAUCHOS herding cattle on the Argentine Pampas. (*Photograph by Pan American World Airways System.*)

meats, hides, and wool. In recent years the meat-packing business has grown enormously. Wheat, corn, and oats, as well as meats, hides and wool, are exported. Other products are sugar, cotton, fruit, and wines. From the mountains come iron, silver, copper, and gold. There are rich stores of petroleum.

*Over half of the people live in cities.* Although Argentina is an agricultural country, the people like to live in the cities. The cities are prosperous and modern. There are industries in Argentina, but it is not yet a great industrial country. The preparation of foods for the market is perhaps the most important industry. Textile production is growing, but over 90 per cent of the exports are from agriculture.

#### SOUTH AMERICA'S LARGEST CITY

*Buenos Aires is the capital and largest city of Argentina.* It is also the largest city in South America. Great ships from all nations sail up the wide mouth of the Rio de la Plata to dock at this wonder city. Here is a magnificent harbor 165 miles from the ocean. Wharves and warehouses extend along the water front for several miles. As a Western Hemisphere port it is second only to New York. It is a magnificent city of over two and a half million people.

There are skyscrapers, broad avenues, lovely homes, churches, schools, and parks. The city throbs with life. Subways run beneath the business section. Traffic is brisk in every direction. It is the great center of South America. Along the principal streets one may hear many languages spoken. It is somewhat like Paris in this respect. Visitors from all parts of the world come to Buenos Aires.

The people of Buenos Aires are fond of entertainment. Fine concerts are given each year. Great opera singers from Europe and the United States are invited to Buenos Aires. Sports of all kinds are popular, especially racing. The *Hipodromo Argentino* is considered the finest race course in the world.

*Argentina is a republic, modeled after our government.* It is composed of fourteen provinces. Each has its governor and legislature. For the federal government there is a president elected for a term of six years. Senators are elected for nine years and members of the House of Deputies for three years. The president lives not in the White House but in the Pink House. *Casa Rosada*, his official residence, means the Pink House.

*Argentina has shown a greater interest in education than most countries of South America.* But there is still much to be done. About a fifth of the people are illiterate, partly because not all children are compelled to attend school. The government is spending more and more money on the schools. There are many private schools. Communities of Germans, Italians, and others have had schools using their native languages. This means that the children do not learn the language (Spanish) of Argentina. This is being corrected. Everyone should be able to read and write the language of his country. There is freedom of religion, so there are churches of many faiths. The universities and colleges are strong. One can find papers, magazines, and books of many languages for sale. There are good libraries too. In Argentina there are many well-educated people.





BUENOS AIRES, the city of "Good Airs," was built on land having little natural beauty. It has become a great city. There are more than one hundred parks within its limits. Its colleges, museums of art, government palaces, schools, and hotels are equal to those anywhere in the world. *(Photograph by Jules Bucher from Three Lions.)*

*Argentina has the best transportation system of any South American country.* The railroad mileage is greater than that of Brazil although Brazil is a much larger country. Highways are rapidly being improved. Great air lines have connections with Buenos Aires. Argentina is a progressive country. Since her products and ours are similar, we do not exchange great quantities of goods. Argentina is our neighbor, so we should work well together.

### WHICH IS TRUE?

Read both of the statements. Copy the one you think is correct.

1. Argentina is the largest country in South America.  
Argentina is the second country in size in South America.
2. One of Argentina's advantages is that most of it is located in the South Temperate Zone.  
One of Argentina's advantages is that most of it is located in the Torrid Zone.
3. Another of Argentina's advantages is its great forests.  
Another of Argentina's advantages is its great level Pampas.
4. Cowboys in Argentina are called *Guavas*.  
Cowboys in Argentina are called *Gauchos*.
5. One of Argentina's largest industries is meat packing.  
One of Argentina's largest industries is lumbering.
6. Buenos Aires, the capital city of Argentina, is the largest city in South America.  
Buenos Aires, the capital city of Argentina, is the second largest city in South America.
7. Great ships from all over the world dock at Patagonia.  
Great ships from all over the world dock at Buenos Aires.
8. Buenos Aires is a prosperous and modern city.  
Buenos Aires is an ancient and medieval city.
9. Education is compulsory in Argentina.  
Children do not have to attend school in Argentina.
10. Argentina has the best transportation system in South America.  
It is difficult to build railroads in Argentina.





HAVANA, THE CAPITAL OF CUBA, is a modern city. At its center stands the Capitol, which in design is very similar to our own with its gold dome. (Photograph by Three Lions.)

#### 7. THE WEST INDIES AT OUR DOOR

*The West Indies are our neighbors.* As we look at a map of North America we see these islands. They lie southeast of Florida. A few of the islands are large, and scores of others are small. Millions of people live on these islands, and since they



are so near the United States we should know about them. They are important neighbors, as are Canada and Mexico. They serve as a kind of guard for the great Gulf of Mexico. We shall make a short call upon these neighbors.

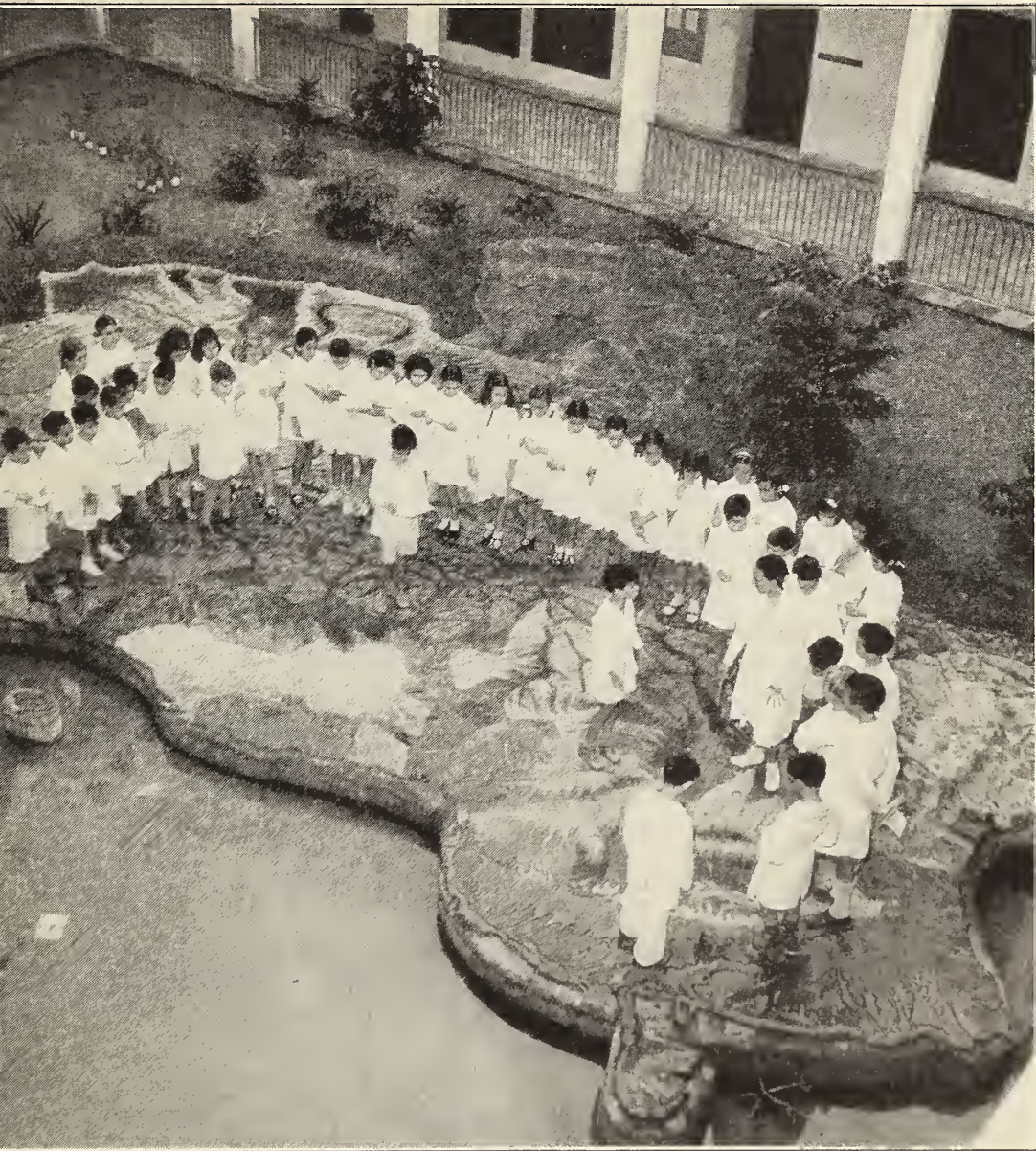
*Columbus first landed on an island of the West Indies.* This island is now called Watling Island. Columbus named it San Salvador (Holy Saviour). He believed he had found a chain of islands which were a part of India. Today we call these islands the West Indies.

The West Indies are the tops of submerged mountains. They are really a part of North and South America. They have long served as steppingstones between these continents. Vessels sailing for Gulf ports of the United States, Central America, or the north coast of South America, must find their way through passages between the islands. The warm tropical climate and fertile soils produce enormous crops. The Indians who were on these islands when Columbus came, found an easy living. They needed little shelter or clothing, and food was plentiful.

*Spain did not govern well in the West Indies.* Her officials were harsh and cruel. These cruelties ended in a revolt by the people of Cuba. The people of the United States were sympathetic with the Cubans. Then in 1898 our battleship *Maine* was blown up in Havana harbor by Spain, it was thought. This incident and the injustices against the people of Cuba and Puerto Rico led the United States to declare war against Spain. The Spanish-American War followed. At the close of the war Cuba was turned over to the United States. After a period of three years, Cuba became a republic with a government much like our own. At last the people of Cuba were free.

#### PUERTO RICO

*Puerto Rico is a part of the United States.* The people of Puerto Rico are citizens of the United States. At the close of the



SCHOOL CHILDREN IN VENEZUELA study geography from a map of their country modeled in relief. This country was the home of the Great Liberator—Simon Bolívar. (*Photograph by Carroll Van Ark.*)

Spanish-American War the island was ceded to the United States. It became a territory much as Alaska is a territory. Some day it may be a state. It is a great sugar-producing country. Other products are tobacco, coffee, and many fruits.



Puerto Rico is crowded with a population of nearly two million people. The United States has aided in improving sanitation, health, and education in the island. Conditions are not yet good but they are improving. Large landholdings are being broken up and sold in small plots. The families who take over these small farms soon improve their standard of living. They grow much of their food and take pride in having their own land and homes. Slums are being cleared, and better houses are being built. The schools are being greatly improved, especially in the country. Since Puerto Rico is a part of the United States, we wish education to be good. It should be as good there as it is in any of our states.

*What of our neighbors?* We have looked in upon Canada, Mexico, Brazil, Argentina, and the West Indies. We have only touched the West Indies. A large interesting unit could be planned for those wonderful islands. We have seen how we have inherited much from these neighbors. We have seen how they inherited from Europe as we did. We have looked to the north and to the south. We wish the Americas to work and stand together. If we understand each other we can. To aid us in doing this, we have social studies and schools, and communication and travel. You who read this are building a good world by thinking of your neighbors and working with them.

#### THINGS TO TALK OR WRITE ABOUT

1. Select what in your judgment are the five most important facts that you have learned about each of the following countries: (a) Canada, (b) Mexico, (c) Argentina, (d) Brazil. (e) West Indies.
2. What is meant by the statement that the West Indies are the tops of submerged mountains?
3. List the most important holdings that Spain once had in the Western Hemisphere. List as many reasons as you can why Spain does not have this land today.
4. Why did the United States help to free Cuba?



5. Why does our country wish to improve conditions in Puerto Rico?
6. Working together, decide how being good neighbors in your school, on your playground, or in your community can help you be good neighbors to people in other countries.
7. What islands have long served as steppingstones between South America and North America? What other value are they to us now?
8. Why are the relations between Canada and the United States a good example to other countries?
9. What good example has Canada shown the world in uniting her country?
10. What geographical giants do we have for neighbors?
11. Which would you rather be, a giant in size or a giant mentally? Can you apply your decision to a country?

### SOMETHING INTERESTING TO DO

Working together, make a list of all the geographical terms that you know, such as longitude, latitude, tides, and other terms.

Print each term on an individual card. You will want to discuss the meanings of the terms in class. Take notes so that you will be ready to play the game.

### PLAYING THE GAME

Divide your group into two equal teams. Each team may choose a name. We shall call the teams A and B. To start the game give each member on team A a card. The first player on team A reads the word on his or her card. The first player on team B gives the corresponding definition. The A player who read the word to be defined decides whether or not B's definition is correct. If B's definition is correct, the card is awarded to his team and counts 5 points. If B's answer is correct and A judges it as incorrect, his team loses 5 points. Continue the game until each player on both teams has played.

After the scores are computed and recorded, the cards are shuffled and one is given to each player on team B. Play the game as before.

### WORKING TOGETHER

Working together, make a classroom motion-picture show. Use a large pasteboard or wooden box for the theater. A long reel may be

made of wrapping paper and fastened to rollers which can be turned easily. Select the most important heritages that we have received from other countries. Illustrate these heritages on the wrapping-paper roll. Descriptive talks may be planned and given by different pupils or a chosen commentator.

Give your show for your parents and other guests.

### BOOKS YOU WILL LIKE TO READ

- Bonner, Mary Graham. *Made in Canada*. New York: Alfred A. Knopf, 1943 (for good readers). Photographs. A Junior Literary Guild selection. An interesting account of arts and crafts in Canada.
- Boswell, Hazel. *French Canada*. New York: Viking Press, 1938 (easy reading). Illustrated. Facts and legends charmingly told.
- Castillo, Carlos. *Mexico*. Chicago: Wheeler Publishing Co., 1939 (fairly easy). Illustrated. Good descriptions of ways of living. Many illustrations by Burton Holmes.
- Clifford, Harold B. *Canada My Neighbor*. New York: Charles Scribner's Sons, 1944 (fairly easy). Illustrated. An interesting story of an automobile trip across Canada. The book contains much valuable information.
- Dalglish, Alice. *Blue Teapot*. New York: Macmillan Co., 1931 (easy reading). Illustrated. Village life on the Bay of Fundy. Good description of the Maritime Provinces of Canada.
- Eells, Elsie. *South America's Story*. New York: Dodd, Mead & Co., 1931 (for good readers). Illustrated. History of South America from legendary period down to the present time.
- Flack, Marjorie, and Larson, Karl. *Pedro*. New York: Macmillan Co., 1940 (very easy). Illustrated. Pedro, a Mexican boy, and Bill, an American boy, have many thrilling experiences.
- Lide, Alice. *Aztec Drums*. New York: Longmans, Green & Co., 1939 (not too difficult). Illustrated. A story of the day of Montezuma.
- Films: *The Province of Quebec*. Eastman Kodak Co., Rochester, N. Y.; *Mexican Children*. Erpi Classroom Films, Chicago; *Mexico* (film strips). Society for Visual Education, Chicago, Illinois.

## INDEX

The list below is a *KEY* to the pronunciations of proper names in this Index. The *KEY* shows you how to sound the letters that have different diacritical marks.

āte, vācation, dāre, ām, ānother, āre, ānswer, ābout,  
hē, hēre, bēgin, ēgg, takēn, watēr, fīne, īf, anīmal,  
nō, ō'clock, ōr, ōn, cōrrect, cūte, occūpy, cūrtain, ūs,  
žpon, bōōt, bōōk, **our**, **noise**, **than**, **th**an

### A

- Abbot, head of monastery, 196  
 Abraham, 37-38  
 Acheron (āk'ēr-ōn), 95  
 Acropolis (ā-krōp'ō-līs), at Athens, 80  
 Aegean (ē-jē'ān) Sea, 100  
 Aeneas (ē-nē'ās), 125  
 Africa: mountains, 327; religions, 328; Union of South Africa, 326; *map*, 10-11  
 Afrikaans (āf'ri-kānz'), 326  
 Age of Metals: Bronze, 8; Iron, 8-9  
 Agriculture: Argentina, 476-477; Australia, 302, 303, 305-307, 308; Belgium, 263; Brazil, 469; Brazilian coffee, 465, 468, *illus.*, 466-467; Canada, 437, 438-439, 440; China, 390; Chinese rice field, *illus.*, 389; Egypt, 22-24; France, 221; Germany, 242-243; Holland, 259-260; Italy, 121, 122, 123; Japan, 414-415; Mediterranean Area, 74; Mesopotamia, 35; Mexico, 457-458; Middle Ages, 189; Norwegian farm, *illus.*, 334; Phoenicia, 50; Roman, 135-136; Russia, 357, 360-361; Russian farm children, *illus.*, 360; Scandinavia, 334-335; Spain, 271-272; Swedish saw mill, *illus.*, 335; Switzerland, 232, *illus.*, 233  
 Akkadians (ā-kā'dī-ānz), 36  
 Aladdin, story of, 43  
 Alberta, 438  
 Alexander the Great: 43, 313; ambitions, 117-118; death of, *illus.*, 119; taught by Aristotle, 96  
 Alexandria, 20  
 Alfred the Great, 283  
 Alhambra, built by Moors in Spain, 269  
 Alice in Wonderland, 296; *illus.*, 297  
 Alphabet, story of, 49, 50, 102; *illus.*, 49  
 Altai (āl-ti'), 357  
 Amazon Indians, 464  
 Ambergis (ām'bēr-grēs), 344  
 American Indians, 209  
 Amsterdam, "The Venice of the North," 261-262; *illus.*, 261-262  
 Amundsen (ā'mūn-sēn), 351  
 Amusements: Bagdad, children playing in the streets, *illus.*, 44; Canada, 443; China, 406; Crete, ancient, 69; Greece, 103-110; Greek stories and plays, 107-110; Greek theater, *illus.*, 108; Japanese festival, 420; Olympic games, 103-106, *illus.*, 82-83, 105; Poland, 373-374, Polish festival, *illus.*, 375; Roman, 141, 157-158; Russian ballet, *illus.*, 369; Russian sports and theater, 368-369; Scandinavian festivals, 346, 347-348; Scandinavian winter sports, 342, skiing, *illus.*, 358-359; Spain, bullfighting, 274; tournaments, Middle Ages, *illus.*, 182-183; Vienna, music and dancing, *illus.*, 253



Ancestor worship, 400  
 Andersen, Hans Christian, 348-349  
 Angles and Saxons, 282  
 Anglo-Egyptian Sedan, 326  
 Animals: Australian, 304-305; camels, 24, 320; Canadian fur-bearing, 440-441; elephants used by Hannibal, 129, *illus.*, 129; elephants at work, *illus.*, 320; horses used in battle by Assyrians, 40-42; India, 315, 319-321  
 Apennine (ăp'ě-nĭn) Mountains, 122  
 Aphrodite (ăf'rō-dĭ'tē), 94  
 Appian Way, 148  
 Aqueducts, 42, 155  
 Arcas (ăr'kās), 95  
 Arches: building of, 148; triumphal, 156  
 Architecture: *See* Building  
 Ares (ă'rēz), 94  
 Argentina: 475-480; Buenos Aires, 477-478; *estancieros*, 476; Pampas, 476-477; republic, 478  
 Aristotle: 96; Alexander sends specimens, 118  
 Arno (ăr'nō) River, 122  
 Art: Babylonian, 42; Chinese, 407, 408, *illus.*, 409; Chinese painting, *illus.*, 204-205; Cretan, 69, *illus.*, 69; drawings, crude, 2; drawings, early, *illus.*, 13; Dresden china, 245; Egyptian temple, 27; Flemish and Dutch, 264, *illus.*, 265; French, 225; Greek, 90-91; Italian, 172, *illus.*, 173; Japanese ivory carving, *illus.*, 416; Spanish, 275-276  
 Artemis (ăr'tē-mĭs), 94-95  
 Aryans: 60; explore, 62  
 Ashurbanipal (ă'shōor-bă'ně-păl'), 42  
 Asia, *maps*, 10-11, 394, 395  
 Asia Minor: 61; war in, 70  
 Assyrians, 40, 42  
 Astrolabe (ăs'trō-lāb), *illus.*, 212  
 Athena (ă-thē'nā), 94; *illus.*, 85

Athens: 72; control of army, 89; "eye of Greece," 80; good government in, 88; market place, 90, *illus.*, 86-87; new and old city, *illus.*, 89; under Pericles, 81, 84; voting, 88-89  
 Attila (ăt'ĭ-lā), "Scourge of God," 180  
 Augustus. *See* Caesar, Octavius  
 Australia: 302; animals, 304-305, *illus.*, 305; Bushmen, 303-304; cities, 303-308; government, 308-309; great forests, 307; livestock, 302, 305-307; minerals and crops, 303, 308; *map*, 303  
 Austria: becomes republic, 251; before World War I, 250; schools, 255, 256; taken by Hitler, 251; Vienna, 252-256  
 Aztec (ăz'tĕk), 450

## B

Babylon (băb'ĭ-lŏn): 38; capital of Alexander the Great's empire, 117  
 Babylonia (băb'ĭ-lŏ'nĭ-ă): 38; taken by Alexander the Great, 117  
 Babylonians: count and measure, 40; marvel at horses, 42  
 Bach (băk), musician, 248  
 Bagdad (băg'dăd): 43; railway, 46; street scene, *illus.*, 44  
 Balboa, discovers Pacific Ocean, 212  
 Balkan countries, 379-381  
 Balmoral (băl-mŏr'ăl) Castle, 294  
 Baltic countries, 373-374  
 Baltic Sea, 373  
 Bamboo, 390-391  
 Barcelona (băr'sě-lŏ'nā), 271  
 Baskets, early, 4  
 Basques, 267  
 Bathrooms: in Crete, 69; in Roman houses, 140; in Pompeii, 146  
 Behistun (bă'hĭs-tŏn') Rock, 39  
 Belgium: 257; cities, 263; famous painters, 264; industries, 263; rich land, 263-264; *map*, 258

Bellini (běl-lě'ně), painting, 173  
 Benares (bě-nā'rěz), 318  
 Bering Strait, 357  
 Berkhterev (běrk'těr-ěv), medicine, 369  
 Berlin, 244-245; Brandenburg Gate, *illus.*, 245  
 Bethlehem: 56; birthplace of Jesus, 58  
 Bible: 36; translated into German, 239  
 Biscay, Bay of, 267  
 Black Forest, 243  
 Boats: early, 12; Chinese, 402-403, *illus.*, 384; Egyptian, 52. *See also* Shipbuilding  
 Boers (bōōrz), 326  
 Bohemians (bō-hě'mi-ānz), 374  
 Bolsheviks (bōl'shě-viks), 356  
 Bombay, 318  
*Book of Marco Polo, The*, 206  
 Bothnia, 373  
 Boys: Chinese, 406; Spartan, 79; Roman, 137  
 Bhahms (brāms), 248  
 Brazil: 462-474; agriculture, 465-469; along the Amazon, 464-465; Christ of the Corcovado, *illus.*, 470-471; coffee, 465, 468, 469; geography, 462; people of different races, 462; republic, 472; Rio de Janeiro, 472; transportation, 469; street scenes, *illus.*, 473  
 Brickmaking, Babylonian, 38  
 British Commonwealth of Nations, 279; *maps*, 290-291  
 British Empire, 279. *See also* British Commonwealth of Nations  
 British Isles: 280; Alfred the Great, 283; Angles and Saxons, 282; Buckingham Palace, 293; climate, 288; English landscape, 285; industries, 294-296; invasions of England, 280-283; London founded, 282; natural resources, 284; Norsemen, 283; old English, 284; parliament, 292-293; Princess Elizabeth's wedding, *illus.*, 293;

Romans, 282; sightseeing in London, 289-294; Stratford-on-Avon, 294; Tower of London and Tower Bridge, *illus.*, 286-287; Vikings, 282; William the Conqueror, Norman Conquest, 283; *map*, 281. *See also* England

Bronze Age, 8  
 Brussels, 263  
 Buckingham Palace, 293  
 Buenos Aires (bō'nōs ār'ěz), 477  
 Building: aqueducts, 42, 155, 156, 157-158; brickmaking, early, 38; builders at work in Egypt, 30; China, building canal, *illus.*, 393; columns used, 27; Hanging Gardens of Babylon, *illus.*, 41; Karnak, temple, 29; man the builder, 12-16; medieval castles, 187-189; plan of monastery, *illus.*, 197; pontoon bridges, 44; pyramids, 19, 29-31; Roman, 133; Roman arch, 148; Romans building roads, *illus.*, 147; Scandinavia, new and old buildings, *illus.*, 348; Sphinx and pyramids, *illus.*, 14-15; triumphal arch, 156  
 Bulgaria, 378-379  
 Bullfighting, 69, 273-274  
 Burma, 324-325  
 Bushmen, 303-304

## C

Cabot, John, 428  
 Cadiz (kā'dīz), 273  
 Caesar, Julius: changed calendar, 150; his rise to power, 148; Imperator, 150; killed by senators, 151; Tenth Legion, 149  
 Caesar, Octavius, first Emperor of Rome, 151-153; 154  
 Cairo (kī'rō), 20  
 Calcutta (kāl-kūt'ā), 316  
 Calendar: Egyptian, 25-26; Roman, 150  
 Caliphs, as rulers, 44  
 Callisto (kā-līs'tō), 95  
 Cambridge University, 294-295

- Camel, 24, 320
- Canada: 425-444; American Revolution, 429; Banff National Park, 432; British Commonwealth of Nations, 430; City of Quebec, 435-436; cowboys, 443; dog teams, *illus.*, 431; early explorers, 428-429; government, 430, 443-444; Hudson, 429; Montreal, 437; Mounties, 441-442; natural resources, 439-440; Port Royal and Quebec, 428; schoolroom in railway car, 442; size, 425-426; Toronto, 437-438; travel, 426-428; vacation land, 431-433; western provinces, 438-439; wild animals, 440-441; *map*, 427
- Canberra (kǎn'běr-à), 303; Parliament House, *illus.*, 308
- Canute (kà-nūt'), 332
- Cape Breton Island, 428
- Caravans in Egypt, 26
- Carthage: a Phoenician colony, 53; rival of Rome, 124; clashes with Rome, 127-128; 267
- Castles: Edinburgh, 294; of Middle Ages, 188-191, *illus.*, 189, 190; along the Rhine, 246
- Cattle stations, Australia, 305-306
- Caves: drawings, 2, *illus.*, 12-13; early, 2; Mammoth Cave, 4
- Celts, 280
- Ceres (sē'rēz), 94
- Ceylon (sē-lōn'), 324
- Chaldeans (kāl-dē'ānz), 42
- Champlain (shām'plān'), 428
- Champollion (shān'pōl'yōn'), 24
- Chariots, used in battle, 42
- Charlemagne (shār'lē-mān): crowned as emperor, 184-185; king of the Franks, 167; visited Pope Leo III, 184
- Cheops (kē'ōps), 30
- Chien Mien (chē-ēn mēn') Gate, *illus.*, 387
- China: 383; ancient, 386-388; bamboo, 390-391; cities, 409-411; clothing, 403-404; dragon, 388; education, 396-397; family life, 400-404; farming, 390; flying kites, 406; food, 401-402; geography of, 384-386; Great Wall, 407-408, *illus.*, 398-399; grinding grain, 402; home, 404; houses, 400; houseboat, 403; music, 405; porcelain, 408-409; Republic, 389-390; rice fields, *illus.*, 389; transportation, 391-393; worship, 401; writers, 407
- Chinese Republic, 389
- Christ, birthplace of, 55
- Christians, in arena, 159
- Christmas, in Sweden, 347-348
- Church, Christians: birth of Christ, 55; Constantine, first Christian Emperor, 161-162; growth of Christian Church, 166, 167; St. Peter's Cathedral, *illus.*, 166
- Church of Holy Sepulcher in Jerusalem, 56
- Church of the Nativity, Bethlehem, 58
- Churn, goatskin, 46
- Cincinnatus (sĭn'sĭ-nā'tŭs), 134-135; *illus.*, 135
- Circumnavigation of the globe, 212
- Citizen, early meaning of, 72
- City-kingdoms, 37
- City of Seven Hills, Rome, 124
- City-states of Greece, 72, 75-76, 78, 81. *See also* Athens; Sparta
- Civilization: follows streams, 63; influence of geography on, 61; travel routes affect, 63; westward movement of, 53, 60-61, 62, 63, 174, 276, 296-300, 484
- Climate: British Isles, 288; Egypt, 23; India, 313; Italy, 121, 122; in Japan, 412; Mediterranean, 74; in Mesopotamia, 35; Mexico, 448; in Russia, 357; in Spain, 271
- Clocks, 234
- Clothing: Chinese, 403-404; early, 6; Japan, *illus.*, 422; in Mesopotamia, 38; Mexican, 454; Roman, 136; *illus.*, 137



- Clyde River, 294  
 Cnossus (nös'ūs), 67  
 Coal: 61; Australia, 308; Elbe Valley, 241; Ruhr Valley, 240-241; Saar Basin, 222-223, 240-241; Russia, 360  
 Coffee, 465, 468, 469; *illus.*, 466-467  
 Colosseum (köl'š-sē'üm), 157  
 Columbus: 332, 482; aided by Isabella of Spain, 208; events in life of, 208, *illus.*, 208; explorer, 174; governor, 210; great admiral, 207; reaches America, 209; return to Spain, 209-210; visit to King John II, of Portugal, 208; *illus.*, 210  
 Comenius (kō-mē'nī-ūs), 376  
 Communist party, Russia, 363  
 Communities, early, 13  
 Compass, invented, 203  
 Confucius (kōn-fū'shī-ūs), 407  
 Constantine (kōn'stān-tīn), first Christian Emperor, 161-162  
 Constantinople (kōn'stān-tī-nō'p'l): capital Eastern Empire, 162; Santa Sophia, *illus.*, 164  
 Consuls, Roman, 131-132  
 Cooking: early, 2-4; Roman utensils, *illus.*, 145  
 Copenhagen (kō'p'n-hā'gĕn), 332, 349  
 Copernicus (kō-pŭr'nī-kŭs), astronomer, 203  
 Copper, 8  
 Cork, grown in Spain, 272  
 Cortez (kōr'tĕz), 450-451  
 Cradles of civilization, 60  
 Crescent, symbol of Mohammedans, 199  
 Crete, 67-69; *illus.*, 69  
 Cross, symbol of the Crusaders, 199, 200  
 Crusades: 199; Children's Crusade, 200; meaning of Crusades, 199; results of, 202; *illus.*, 199  
 Cuba, 482  
 Cuneiform (kū-nē' ĭ-fōrm) writing, 39  
 Curie (kū'rĕ'), Professor and Madame, 227  
 Customs: Amazon Indians, 464-465; Brazilian, 472; Chinese family life and ancestor worship, 400-402, 405, 406; early man, 3; Japanese, 418-420, *illus.*, 422; Middle Ages, 190-191; Pompeii, 146; Roman, 140, 141, 156; Roman, early, 136, *illus.*, 137; Roman street scene, *illus.*, 155  
 Cuyp (koip), painter, 264  
 Czechoslovakia (chĕk'ō-slō-vā'kī-ā): industries, 374-376; republic, 374
- ## D
- Dahl (dāl), paper from wood pulp, 247  
 Damascus (dā-mās'kŭs), oldest city in world, 58  
 Dams and dikes: early, 22, 23; in Holland, 257-258  
 Danes, invade England, 282-283; *illus.*, 178-179  
 Danube (dān'ūb) River, 61  
 Darius I (dā-rī'ūs): 39; lands army at Marathon, 114  
 Dark Ages, 181  
 del Cano (dĕl kā'nō), circumnavigates the globe, 212  
 Delphi, oracle at, 96  
 Demeter (dĕ-mĕ'tēr), 94  
 Democracy: America becomes independent, 216; Argentina, a republic, 478; in Australia, 309; Austrian republic after World War I, 251; in Canada, 443-444; China becomes a republic, 389-390; in Czechoslovakia, 374; in England, 297-298, trial by jury, 283-284; France becomes a republic, 216; in Germany after World War I, 239-240; Greek belief in, 75-76, 78, 81, 88-90, 112-113; in Japan after World War II, 421-422; Mexico, a re-

public, 460-461; Roman citizenship granted to conquered peoples, 134; Roman plebeians made members of assembly, 131-132; Romans fight for independence, 126; Roman tribunes protect rights of people, 132-133; Rome becomes a republic, 131; Rome's influence on, 167; in Scandinavia, 337-338; in Switzerland, 229-230, *illus.*, 231  
 Demosthenes (dĕ-mōs'thĕ-nĕz), 97-98; *illus.*, 98  
 Denmark: 331; cooperatives, 334; Hans Christian Andersen, 348-349  
 Diamond cutting, 262  
 Diana (dī-ān'ā), 94  
 Diaz (dē'ās), sails around Cape of Good Hope, 207  
 Diomede (dī'ō-mĕd) Islands, 357  
 Dionysus (dī'ō-nī'sŭs), Greek theatre, 107  
 Diseases, early study of, 99  
 Division of labor, early, 26-27  
 Dnieper (nĕ'pĕr) River, 61  
 Dniester (nĕs'tĕr) River, 61  
 Domagk (dō'māk), sulfa drugs, 247  
 Don River, 61  
 Dress. *See* Clothing  
 Dutch. *See* Netherlands  
 Dvorak (dvô'zhāk), 376  
 Dye, "royal purple," 52

## E

Early civilization, *map*, 10-11  
 East Indies, 207  
 Edinburgh (ĕd'in-bŭr-ŭ), 294  
 Education. *See* Learning  
 Egypt: agriculture, 22-24; ancient cities, 26-28; builders, 27, 28-30; calendar, 25-26; civilization, early, 18-19; climate, 23; modern cities, 20; religion, 19, 30-31; temples, 27; transportation, 24, 26. *See also* Pyramids and Sphinx  
 Egyptian (ĕ-jĭp'shăn) writing, 24-25  
 Eire (â'rĕ), 279

Elbe (ĕl'bĕ) Valley, 240-241  
 Elephants: 320; at work, *illus.*, 320; used by Hannibal, 128, *illus.*, 129  
 Elysian (ĕ-lĭzh'ăn) Fields, 95  
 Embalming, Egyptian, 19  
 England: and American Revolution, 299-300; keeping records, 298-299; language, 296-297; Lewis Carroll, 297; Magna Charta, 297; our heritage from, 296-300; stories — *Alice in Wonderland*, 296, *illus.*, 297. *See also* British Isles  
 English industries: 294; Industrial Revolution, 296; James Watt, 295  
 English Parliament, 292-293  
 Eos (ĕ'ōs), 95  
 Ephialtes (ĕf'ĭ-ăl'tĕz), the traitor, 114  
*Estanciero* (ĕs-tăn'syā'rō) (estate), 476  
 Estonia, 373  
 Etruscans (ĕ-trŭs'kăns), 125-126, 131; Etruscan bronze chariot, *illus.*, 126  
 Euphrates (ŭ-frā'tĕz) River, 38, 48  
 Europe, Central and Western: 215; geography, 61-64; *maps*, 10-11; 217, 241  
 Explorers: Amundsen, Roald, 351; Balboa, 212; Cabot, John, 428; Champlain, 428; Cook, James, 302; Cortez, Hernando, 450-451; del Cano, Sebastian, 212; Diaz, 207; Ericson, Leif, 332, 352, *illus.*, 353; Hudson, Henry, 429; Magellan, 212; Ponce de León, 210; Marco Polo, 204-206; Prince Henry the Navigator, 207; Vasco da Gama, 207; *map*, routes of famous explorers, 211

## F

Factories, beginning of, 295  
 Family life: Chinese, 400-402, 405, 406; Greek, 90-91, 92-93, *illus.*, 93; Roman, 137, *illus.*, 138-139

Farming. *See* Agriculture  
 Fazendas (fà-zèn'dáz), Brazil, 469  
 Festivals: Japanese, 420; Polish, 374, *illus.*, 375; Roman, 141; Scandinavian, 346, 347-348  
 Feudalism: begins, 185; castles, 188-189; lords, vassals, serfs, 187; manor, lord's tract of land, 187; plan for protection, 187  
 Fief, 187  
 Finland, 373  
 Fire: discovered, 2; made by flint, 3  
 Fishing: Britain, 288; Germany, 244; Japan, 416; Netherlands, 260; Scandinavia, 343, *illus.*, 343  
 Florence, city of flowers, 171  
 Food: China, 401-402; churning in a goatskin, *illus.*, 46; cooking, early, 2-4; Holland, 259; Japan, 414; Middle Ages, 191; Pompeian cooking utensils, *illus.*, 145; Roman, 136; Russia, 365; Scandinavia, 347  
 France, agriculture, 221, *illus.*, 221; aids American colonies, 216; becomes republic, 216; called Gaul, 148-149, 181; Charlemagne, king of the Franks, 184-185, *illus.*, 185; Crusades, 199; education, 226-227; feudalism, 187; government, 227; industrial regions, 222-223; language, 224; Paris and other cities, 223-226, *illus.*, 218-219; transportation, 221-222; *map*, 220  
 Franklin, Benjamin, in France, 216  
 Franks, 167, 177, 184, 198; *map*, 163  
 Fujiyama (fōō'jē-yā'mā), 420; *illus.*, 421  
 Fur trading with the Indians, 216

## G

Galileo (gāl'i-lē'ō), scientist, 174, 203  
 Gama, da, Vasco, 207  
 Games, ancient Greece, 103-107. *See also* Amusements

Ganges (gǎn'jēz) River, 318  
 Gauchos (gou'chōz), Argentina, 476  
 Gaul (gōl), 148-149, 150, 181  
 Genghis Khan (jēn'gīz kǎn'), 362, 428  
 Genoa (jēn'ō-ā), birthplace of Columbus, 172  
 Germany: Berlin and "Unter den Linden," 244-245; Bible translated, 239; Black Forest, 243; castles on Rhine, 246; China figures, 247; defeated (1945), 237; discoveries and inventions, 247; education, 248; farming, 242; great musicians, 247-248; guilds, 237-238; Hitler, 240; industrial regions, 240-241; large country, 236; Leipzig and Nuremberg, 245; markets, 243; Martin Luther, 238-239; Munich, 245; Oberammergau, 248; powerful armies, 236; Reformation, 238; a republic, 239-240; sails the seas, 244; William II, the Kaiser, 239; World War II, 237  
 Gibraltar (jī-brōl'tēr), 267; *illus.*, 300  
 Gizeh (gē'zē), 28  
 Glasgow (glās'gō), 294  
 Glass: early, 53; Venetian, 171  
 God, Jehovah, 34  
 Gods: Greek, 93-94; Roman, 141  
 Goths, 164, 177, 268; *map*, 163  
 Government: Babylonian laws, 40; Brazilian, 472; British, 292-293; Canadian, 443-444; Cretan, ancient, 67-68; Egyptian, early, 26; French, 227; German, 239, 240; Greek, 88; Greek democracy, 78; Italy, modern, 168; *ostrakon*, voting by, 88; Roman, 150; Roman republic, 131-149; Russian, 364; Swiss, 230, *illus.*, 231  
 Grand Canal, China, 392  
 Great Lakes, 432  
 Great Wall of China: 407-408; *illus.*, 398-399



- Greece: climate, 74; farming, 74; geography, 72, 74; government, 119; modern Athens, 84; transportation, 85; in World War II, 85, 119; *map*, 68
- Greek religion: belief in after life, 95; gods, 93-94; temples to gods, 80, 95-96, *illus.*, 81, 85; oracles, 96
- Greeks (and Ancient Greece): Alexander the Great, of Macedonia, 117-118, *illus.*, 119; art and sculpture, 90-91, 99-100, *illus.*, 101; Athens, 72, 79, 80-81, 84, 88-90, *illus.*, 86-87; city-states, 72, 75-76, 78, 81 (*see also* Athens; Sparta); colonies, 100-101, 112, *map*, 113; democracy, 75-76, 78, 81, 88-90, 112-113; family life, 90-91, 92-93, *illus.*, 93; gods, 93-94; great men, 81, 96-99, 109, 110; Hellenes, 69, 74-75; Homer and storytelling, 109, *illus.*, 110; laws of Solon, 89-90; learning, 74, 95, 99, 101-102; medicine and Hippocrates, 99; myths, 94, Olympic games, 103-105, *illus.*, 82-83, 116; oracles, 96; Persian War, 112-115, *illus.*, 115; plays and amusements, 103-110; Sappho, 110; Sparta, 72, 79-80; temples, 80, 95-96, *illus.*, 81, 85; Trojan War, 70-71. *See also* Greek religion; Greek theater
- Greek theater: at Greek colony of Syracuse, 107; plan of, 107; Sophocles, great writer of plays, 109; tragedies for men only, 108; *illus.*, 108
- Guadalquiver (gwă'dăl-kwiv'ēr) River, 273
- Guilds, German, 237-238
- Gulf Stream, 63
- Gutenberg (gōō'těn-běrċ), 203
- H
- Hague (hāg), The, 263
- Hals (hāls), painter, 264
- Hammerfest (hām'ēr-fĕst'), 341
- Hammurabi (hām'ōō-rā'bē), 37, 40
- Handel (hăn'd'l), musician, 248
- Hanging Gardens of Babylon, 42; *illus.*, 41
- Hannibal (hăn'î-bāl): general of Carthage, 128; used elephants in battle, 128, *illus.*, 129
- Hapsburg (hăps'bûrg) family, ruled Austria-Hungary, 250
- Hastings, battle of, 283
- Haydn (hă'd'n): musician, 248; "father of the symphony," 254
- Hebrews (hĕ'brōōz), in Egypt, 32-34
- Hellenes (hĕl'ēnz), 69, 74
- Hephaestus (hĕ-fĕs'tŭs), 94
- Hera (hĕ'rā), 94
- Herculaneum (hûr'kŭ-lā'nĕ-ŭm), 146-147
- Hermes (hûr'mēz), 94
- Hestia (hĕs'tĭ-ă), 94
- Hidalgo (hĭ-dăl'gō), 452
- Hieroglyphics (hĭ'ēr-ō-glĭf'iks), 24
- Himalaya (hĭ-mă'la-yă) Mountains, 313
- Hindus (hĭn'dōōz): 314; animals sacred to, 316; at work, 324
- Hippocrates (hĭ-pōk'rā-tēz), father of medicine, 99
- Hitler, dictator of Germany, 240
- Hobbema (hōb'ĕ-mă), painter, 264
- Holland. *See* Netherlands
- Holy Land. *See* Palestine
- Homer, a great storyteller, 109
- Homes: built of logs, 8; caves, early, 2; Chinese, houseboats, 403, *illus.*, 403; Chinese, well-to-do family, 404; Greek, home life, 92-93; Greek home, *illus.*, 93; houses, early, 4-5; Hungarian home, *illus.*, 378; India, village life, 322; Japanese country estate, *illus.*, 418; lake dwellings, 16; Mexican, 452-453; mud brick houses, *illus.*, 36-37; Norwegian fishing village, *illus.*, 343; Norwegian furniture, *illus.*,

346; Roman, 140-141, 154; Roman, early, 135; Roman, home of wealthy, *illus.*, 138-139; Russian, 365; Swiss lake dwellings, *illus.*, 16  
 House of Commons, 300  
 House of Lords, 300  
 Houses. *See* Homes  
 Hudson, Henry, 429  
 Hungary (hũng'gã-rĩ): 376-378; artists, 378; farming, 377; Pulitzer, 377-378  
 Huns (hũnz), from Asia, 180  
 Hwang Ho (hwãng'hõ') River, 386

## I

Iliad (ĩl'ĩ-ăd), 109  
 India: 312; animals, 319-322; bathing in Ganges, 318; British influence, 314; Burma, a neighbor, 324; cities, 316-317; climate, 313; farming, 314-315; home and school, 322; religions, 314; Taj Mahal, *illus.*, 319; temples, *illus.*, 317; trade, 323; village life, 321-322  
 Industrial Revolution, 296  
 Inventions: compass, 203; early tools, 5-6; in England, 296; printing, 203; wheel, 9  
 Invincible Armada, 270  
 Iran (ẽ-rãn'), 35, 61  
 Iraq (ẽ-räk'), 45  
 Irish Free State, 279  
 Iron Age, 8  
 Irrigation: in Greece, 74; Nile Valley, 18; Tigris-Euphrates Valley, 35  
 Isis (ĩ'sĩs), 19  
 Italy: climate and products, 121-123; colonies, 168; immigration from, to America, 168, 174; influenced American civilization, 167; modern, 167-168; Mussolini becomes dictator, 168; united in 1870, 167; *map*, 169  
 Jztacuiluatl (ẽs'tăk-sẽ'wăt'l), 448

## J

Japan: 412-422; customs, 418; defeat in World War II, 421; dress and customs, *illus.*, 422; family life, 418-419; fishing, 416; Fujiyama, *illus.*, 421; history, 412-413; holidays, 420; industries, 413-416; modern building, 419; tea and rice, 414-416; *map*, 385  
 Jerusalem: 34; sacred city, 56-57; *illus.*, 56-57  
 Juno (jõõ'nõ), 94  
 Jupiter (jõõ'pĩ-tēr), 94

## K

Kaiser (kĩ'zēr), William II, 239  
 Kangaroo, 304-305  
 Karnak (kär'nák), 27; temple of, 29, *illus.*, 29  
 Kashmir (kăsh'mēr'), 323  
 Khafre (khăf'rā), 28  
 Khufu (kõõ'fõõ), 30  
 Knights: 192; ceremony of knight-ing, 192-193  
 Koran, Mohammedan Bible, 198  
 Kosciusko (kõs'ĩ-üs'kõ), 374  
 Kreisler (krĩs'lēr), Fritz, violinist, 254  
 Kubelik (kõõ'bẽ-lik), 376  
 Kublai Khan (kõõ'blĩ-kăn'), ruler in China, 204-205, 206

## L

Labrador, 333  
 Lacquer, 408  
 Lake dwellings, Swiss, 16, *illus.*, 16; lake dwellers, *illus.*, 7  
 Land of the Two Rivers. *See* Mesopotamia  
 Language: Aryan, 60; Chinese, 396-397; England gave America her language, 296; French, a diplomatic language, 224; Rumanian, 376; Russian, 370; South Africa has two legal languages, 326; Switzerland has three legal languages, 229. *See also* Writing  
 Latinum (lă'shĩ-ũm), 124

Latvia, 373

League of Nations, 46

Learning: alphabet, 49-50, *illus.*, 49; Argentina, 478; Babylonians write on clay tablets, 39; Brazil, 472-473; Cambridge University, *illus.*, 295; Canada, 442; China, 405, *illus.*, 396; Crusaders gather new ideas, 202; Egyptians begin to think, 18-19; Egyptians make calendar, 25-26; Egyptians study stars, 25-26; English universities, 294; French schools and universities, 226-227; German schools and universities, 248; Greek slave as teacher, 92; India, 322; Mexico, 456; Moors teach arts and trades to Spanish and Portuguese, 269-270; palace schools, 184-185; Roman, 137, 144, 159-160; Russia, 370-371, *illus.*, 370; Scandinavia, 338-339; Swiss wood-carving school, *illus.*, 234; trade in ideas, 53; Vienna schools of medicine, 255

Leif (lāf) the Lucky, 332-333; statue of, *illus.*, 353

Leipzig (līp'sik), 245

León, de, Ponce. *See* Ponce de León

Lisbon (līz'būn), capital of Portugal, 272-273

Literature: Chinese, 386-388, 407; English, 296-297; Greek, 107, 108, 110; Roman, 124-125, *The Book of Marco Polo*, 206; Scandinavian, Andersen's fairy tales, 348-349, sagas, 332

Lithuania, 373

Lombards, 164, 177; *map*, 163

London, 282, 289-294; *illus.*, 286-287, 289, 293

Louvre (lōō'vr'), Art Gallery, 100, 225

Low Countries, 257

Luther, Martin, 238-239

Luxer (lūk'sôr), 27

## M

MacArthur, General, 421

Macedonia (mās'ē-dō'nī-ā), 117

Magellan (mā-jēl'ăn), starts trip around world, 212

Magna Charta (măg'nā kār'tā), 297-298; *illus.*, 298

Malta (môl'tā), 328

Manitoba (măn'ī-tō'bā), 438

Manor, medieval: 187, 188; fallow land of, 189

Manufacturing: Damascus, 59; England, 295-296; Holland, 262-263; India, 314; Italy, 168; Scandinavia, 335

Maoris (mă'ō-rīz), 309-310

Marathon (măr'ā-thōn), 106; battle of, *illus.*, 115

Marco Polo (măr'kō pō'lō): 204, 206, 323, 383; *The Book of Marco Polo*, 206, 383, 428

Markets: in Athens, 90, *illus.*, 86-87; in India, 323; Mexican, 456; Nuremberg, *illus.*, 243

Mars (mārz), god of war, 94

Marseilles (măr'sālz'), 101

Masaryk (mă'sā-rēk), 374

Matador, 274

*Mayflower*, 352

Mecca, birthplace of Mohammed, 198

Medes (mēdz), 42

Mediterranean (mēd'ī-tē-rā'nē-ăn)  
Sea: 48, 52, 63; influence upon climate, 74

Mediterranean Area, 63-64; *map*, 73

Melbourne (mēl'bērn), 303

Memphis (mēm'fis), Egypt, 26

Menes (mē'nēz), 26

Merchants: of Bagdad, 44, a street in Iraq, *illus.*, 45; of Phoenicia, 53

Mercury (mûr'kû-rī), 94

Mesopotamia (mēs'ō-pō-tā'mī-ā): 35-39, 43; becomes Iraq, 46

Metals, Age of, 8-9

Mexico: 446-461; Aztecs, 450; cloth-



- ing, 454; community life, 456-458; Cortez and Montezuma, 450-452; early inhabitants, 448-451; floating gardens, 460; geography, 446-448; Hidalgo, 452; Mexico City, 458-460; mineral wealth, 458; Paricutin, new volcano, *illus.*, 449; pottery, *illus.*, 453; pyramids, *illus.*, 451; *map*, 447
- Mexico City, 458-460
- Middle Ages: 177; knights in armor, 192; mechanical inventions, *illus.*, 181; *illus.*, 191
- Midnight Sun, 340; *illus.*, 340
- Migrations of early tribes of Europe, *map*, 163
- Miltiades (mīl-tī'ā-dēz), 114
- Mineral deposits: Australia, 303; Canada, 441; England, 284-285; Germany, 240-241; Mexico, 458; Russia, 361; Sweden, 335-336
- Minerva (mī-nūr'vā), 94
- Minos (mī'nōs), 68
- Mohammed (mō-hām'ēd), 198
- Mohammedan religion: 198; Crusades, 199-200; in India, 314, *map*, 315
- Mohammedans: conquer lands, 198; Crusades, 199-200; Moors conquer Spain, 268-270; Moslem pirates raid coasts of France, Italy, and Spain, 187; Moslems in India, 314, *map*, 315
- Monasteries (mōn'ās-tēr'iz): abbot, the head, 196; library, 197; meaning of monasticism, 195; monks, 196; plan of monastery, 196, *illus.*, 197; Saint Augustine, *illus.*, 195
- Monasticism. *See* Monasteries
- Monks, 195-197
- Montezuma (mōn'tē-zōō'mā), 450-451
- Montreal, 437
- Moors. *See* Mohammedans
- Moses (mō'zēz): 32, 33; led Hebrews, 34; *illus.*, 33
- Moslems. *See* Mohammedans
- Mosque, Mohammedan church, 269
- Mount Everest, 313
- Mount Sinai (sī'nī), 34
- Mounties, Royal Canadian, 441-442
- Mummy (mūm'ī), 19
- Munich (mū'nīk), 245
- Muscovy (mūs'kō-vī), 362
- Music: Chinese orchestra, *illus.*, 405; Czechoslovakian, 376; German, 247-248; Moors, 270; Russian, 368, 369; in Spain and Portugal, 270; in Vienna, 253-255
- Mussolini (mōōs'sō-lē'nē), 168-169
- N
- Naples (nā'p'lz), 170; *illus.*, 170
- Napoleon (nā-pō'lē-ūn): art from conquered countries, 225; leads French in wars, 216
- Navajo (nāv'ā-hō) Indian, *illus.*, 3
- Nebuchadnezzar (nēb'ū-kād-nēz'ēr), 42
- Neptune (nēp'tūn), 94
- Netherlands: art, 264, *illus.*, 265; canals and dikes, 257-259; cities, 261-263, *illus.*, 261, 262; diamond cutting, 262-263; Dutch colonies in America, 265-266; farming, 259-260, *illus.*, 257; fishing industry, 260; manufacturing, 262; Peace Palace, 263; ships and shipbuilding, 260-261; wooden shoes, 259; *map*, 258
- New Delhi (dēl'ī), 316
- Newfoundland (nū'fūn(d)-lānd'), 333
- New Stone Age, 6-7
- New Testament, 58
- New Zealand (zē'lānd): 309; government and schools, 310; utilities, 310; Wellington City, *illus.*, 310
- Niagara Falls, 432

Nigeria (nĭ-jēr'ī-à), 326  
 Nile River: 18; Delta, 24; overflows, 22-23; *illus.*, 22  
*Niña* (nē'nyā), 209  
 Nineveh (nĭn'ĕ-vĕ), 42  
 Noah, 36-37  
 Nobel (nô-bĕl'), 351  
 Norman-French, 284  
 Norman invasion, 284  
 Norsemen (nôrs'mĕn), 187, 282-283, 332-333  
 North Atlantic Drift, 288  
 Norway, 331; coast line, 332; farming, *illus.*, 334; fishing, *illus.*, 343; homes, 346; industries, 335; mountains, 342; schools, 338; skiing, 342; whaling, 343-345, *illus.*, 345  
 Nuremberg (nū'rĕm-bûrg), 245

## O

Obelisks (ôb'ĕ-lisks), Egyptian, 25  
 Oberammergau (ô'bĕr-âm'ĕr-gou), famous for Passion Play, 248  
 Odoacer (ô'dô-â'sĕr), 165  
 Odyssey (ôd'ī-sī), 109  
 Old Stone Age, 6  
 Old Testament, 36  
 Olympiads (ô-lĭm'pĭ-ădz), 105  
 Olympic (ô-lĭm'pĭk) games: Greek, 103-105, *illus.*, 82-83, 116; modern Olympics, 105-106, U. S. contestants, *illus.*, 105  
 Orion (ô-rĭ'ŏn), 95  
 Osiris (ô-sĭ'rĭs), 19  
*Ostrakon* (ôs'trâ-kŏn), 88  
 Ottawa (ôt'â-wà), 443-444  
 Oxford University, 294

## P

Paderewski (pá'dĕ-rĕf'skĕ), 374  
 Page, serving lord and lady, 192; *illus.*, 190  
 Pagoda, Chinese, 407  
 Palace schools, founded by Charlemagne, 184  
 Palestine (pāl'ĕs-tĭn): 34, 55-58; *illus.*, 48, 55, 56, 57

Papyrus (pá-pĭ'răſ), 53  
 Paricutin (pă-rĕ-kŏŏ-tĕn'), *illus.*, 449  
 Paris: Arch of Triumph, *illus.*, 227; Louvre, famous museum, 224-225; universities, 226-227; "world capital," 224  
 Parliament, English, 292-293  
 Parthenon (păr'thĕ-nŏn): in Athens, 80; reproduction of at Nashville, Tennessee, *illus.*, 81  
 Passion Play, 248  
 Pasteur (păs'tûr'), 227  
 Patrician (pă-trĭsh'ăn), Roman, 132  
 Pedagogue, 92  
 Peiping (bă'pĭng'), 410  
 Perfumes, great French industry, 222  
 Pericles (pĕr'ī-klĕz), 81  
 Perry, Commodore, 413  
 Persia (pûr'zhâ): 35, 39-40; war with Greeks, 112-115, *illus.*, 115  
 Persian Gulf, 35  
 Peter the Great, 363  
 Peter the Hermit, encouraged Crusades, 200  
 Pharaoh (fă'rŏ), 26  
 Pheidippides (fĭ-dĭp'ĕ-dĕz): runner, 106-107; runs to Sparta, 114  
 Philip II of Greece, 117  
 Phoebus (fĕ'bŭs), 94  
 Phoenicians (fĕ-nĭsh'ăns): 48; conquered by Persians, 112; sailed west, 124, 267; shipbuilders, 50, 52, *illus.*, 51; traders, 52-53  
 Piccadilly (pĭk'ă-dĭl-ĭ) Circus, 293-294  
*Pinta* (pĕn'tă), 209  
 Piraeus (pĭ-rĕ'ŭs): seaport of Athens, 84  
 Pisa (pĕ'zâ), Leaning Tower, 172; *illus.*, 172  
 Plato (plă'tŏ), 96  
 Plebeians (plĕ-bĕ'yănz), Roman, 131-133  
 Plutocracy, 127

Po (pō) River, 121  
 Pogany (pō-gä'nī), Willy, illustra-  
 tor, 378  
 Poland (pō'länd), 373-374; *illus.*,  
 375  
 Polders, 258  
 Polo, Marco. *See* Marco Polo  
 Pompeii (pöm-pä'yē): buried by  
 Vesuvius, 145; cooking utensils,  
*illus.*, 145  
 Ponce de León (pōn'thā dā lā-ōn'),  
 210  
 Pope Urban (ûr'băn) II, encour-  
 ages crusades, 199-200  
 Popocateptl (pō-pō kâ-tā'pēt'l),  
 448  
 Porcelain, Chinese, 408; *illus.*, 409  
 Portugal (pōr'tû-găl): explorers,  
 270; Iberian Peninsula, 267; Lis-  
 bon, 272-273; Moors taught  
 farming and trades, 269; music,  
 270; *map*, 268  
 Poseidon (pō-si'dōn), 94  
 Pottery: early, 4; Mexican pottery,  
*illus.*, 453  
 Prince Henry the Navigator, 207  
 Printing, invented, 203; *illus.*, 203  
 Protestant Church, founding of,  
 238-239  
 Puerto Rico (pwër'tō rē'kō), 482-  
 483  
 Pulaski (pû-lās'kī), 374  
 Pulitzer (pû'līt-sēr), Joseph, 377-  
 378  
 Pupin (pû-pēn'), Michael, 379-  
 380  
 Pyramid (pîr'â-mîd) of the Sun,  
 Mexico, 448, *illus.*, 451  
 Pyramids (pîr'â-mîdz), Egyptian,  
 19, 29-31; *illus.*, 14-15, 22

## Q

Quebec (kwê-bék'), 428, 435-436

## R

Rameses (răm'ê-sêz) II, 27-28  
 Reading: in China, 396-397; in  
 Greece, 109, *illus.*, 110

Records: early, 1; in Egypt, 24; at  
 Pompeii, 144-147; of Scandina-  
 via, 331-334; unwritten, 2

Reformation, 238

Religion: Aztecs, 450; bathing in  
 the Ganges, 318; China, ancestor  
 worship, 400; Chinese altar, *illus.*,  
 401; Charlemagne crowned, 184,  
*illus.*, 185; Christian Church,  
 growth of, 166-167; Constantine,  
 first Christian Emperor, 161-162;  
 Crusades, 199-202; Egyptian reli-  
 gion, 19, 30-31; Germany, early,  
 180; Greek gods and goddesses,  
 93-94; Holy Land, sacred cities,  
 56-59; India, 314, *map* of reli-  
 gions, 315; Mexico, missionaries  
 in, 461; Mohammedan, 198; Mo-  
 hammedans in Spain, 268-269;  
 monasticism, 195-198; Moses and  
 the Ten Commandments, 34;  
 Reformation, 238; Roman gods  
 and goddesses, 141; Roman house-  
 hold shrine, 140; Scandinavia,  
 338

Rembrandt (rēm'brănt), painter,  
 264

Renaissance (rën'ê-săns'), new birth  
 of learning, 202-203

Rhine (rîn) River: castles along,  
 246; rises in Switzerland, 232

Rhodesia (rō-dê'zhî-â), 326

Rhone (rōn) River: 223-224; rises  
 in Switzerland, 232

Rice: 313, 316, 324, 401-402; Chi-  
 nese plowing rice field, *illus.*,  
 389; Japan, 414, *illus.*, 415

Rickshaws, Chinese, 409-410

Rio de Janeiro (rē'ō dā zhâ-nâ'rō),  
 472-473

Rio Grande (rē'ō grăn'dâ), 446

Roads, Roman, 147-148

Roentgen (rûnt'gên), X ray, 247

Roman: aqueducts, 155, 156, 157-  
 158; arch, 148; calendar, 150;  
 children, 137; daily life, 135-137;  
 dress, 136, *illus.*, 137; education  
 and schools, 159-160; festivals,



- 141; gladiators and chariot races, 158-159, *illus.*, 159; gods, 141; homes, 140-141, 154, *illus.*, 138-139; roads and bridges, 147-148, *illus.*, 155
- Roman Empire: 151; Augustus Octavius Caesar, first Emperor, 151-152; barbarians invade, 164-165; Constantine, first Christian Emperor, 161-162; Empire falls, 165; and Spain, 268; *map*, 152
- Roman Forum, 156-157, *illus.*, 157
- Romanov (rō-mă'nōf), 362
- Roman Republic: 126, 131; Cincinnatus, 134-135, *illus.*, 135; Julius Caesar, 148-149, 150-151; patricians, consuls, senate, assembly, plebeians, 131-133, tribunes, 133
- Rome: Christianity, 162, 166; Colosseum, 157-159; conquered by Etruscans, 125-126, *illus.*, 126; early Rome, 123-125; Forum, 156-157, *illus.*, 157; model of ancient city, *illus.*, 158; Palatine Hill, 124; Pantheon, 157; Romulus and Remus, 125; triumphal arches, 156; war with Hannibal, of Carthage, 127-128, *illus.*, 129
- Romulus (rōm'ū-lūs) and Remus (rē'mūs), 125
- Roosevelt, Franklin D., 265
- Roosevelt, Theodore, 265
- Rosetta (rō-zēt'ā) Stone, 24-25
- Rotterdam (rōt'ēr-dām'), 263
- Rubens (rōō'bēnz), painter, 264
- Ruhr (rōor), industries, 240-241
- Rumania (rōō-mă'nī-ā): 376; music and art, 376
- Russia (rūsh'ā): 356; becomes republic, 363; business, 367-368; collective farming, 360, 365-366; early history, 362; giant country, 356; government, 364; Ivan IV, 362; life of people, 365; minerals, 361; music and art, 368-369; nationalities, 367; near America, 357; neighbor nations, 373; Peter the Great, 363; Revolution, 363; schools, 370-371; woodworking; *illus.*, 371
- S
- Saar (zär) Basin, 222-223; 240-241
- Saguntum (sä-gōon'tüm), 128
- Sahara (sä-hä'rā) Desert, influence upon climate, 74
- St. Paul, 58
- Salamis (säl'ā-mīs), battle of, 115
- Sampans (sām'pānz), Chinese, 403; *illus.*, 384
- Santa María (sän'tā mā-rē'ā), 208-209; *illus.*, 209
- Sappho (säf'ō), Greek "Nightinggale," 110
- Saskatchewan (säs-käch'ē-wōn), 438
- Scandinavia (skän'dī-nā'vī-ā): 331; architecture, 348; descendants, 354; early records, 331-334; freedom and education, 337-339; great men, 351-352; industries, 334-336; Norsemen or Vikings, 332-333; sports, 347; standards of living, 337; *illus.*, 358-359; *map*, 341
- Scandinavians come to America, 352
- Schools. *See* Learning
- Schubert (shōō'bērt), musician, 248
- Sculpture: Greek, 99-101, *illus.*, 101; Roman, 140
- Seasons: Australia, 302, 308; Egyptian, early, 25
- Seine (sān) River, flows through Paris, 226
- Semite (sēm'it), 37, 48
- Senate, Roman, 131-133
- Serfs, 187; life of, 189-190
- Seven Wonders of Ancient World, 42
- Shadoof (shā-dōof'), 22-23; *illus.*, 23
- Shanghai (shäng'hī'), 409
- Shatt al Arab (shāt āl ā-rāb') 35

- Sheep raising, in Australia, 306-307; *illus.*, 307
- Shelter. *See* Homes
- Shipbuilding: England, 294; Germany, 244; Holland, 261; Phoenicia, 50, 52, *illus.*, 51; Scandinavia, 332, 333-334. *See also* Boats
- Sierra Madre (sī-ēr'ā mā'drā) Mountains, 446
- Sikh (sēk), 314
- Silver: early trading in, 53; Italian workers in, 171
- Sinai (sī'nī), 34
- Skiing: in Canada, 443; in Scandinavia, 342, *illus.*, 358-359
- Slaves: Egyptian, 18, 27-28; Greek, 70, 80, 92; Hebrews as slaves in Egypt, 32-34; Roman, 132
- Slovak (slō'vāk), 374
- Sloyd work, 339
- Snake charmer, 321
- Socrates (sōk'rā-tēz), 97; *illus.*, 97
- Sofia (sō-fē'ā), 379
- Sophocles (sōf'ō-klēz), 109
- South America, 462-480; *map*, 463
- South Pole, discovered, 352
- Spain: Alhambra, *illus.*, 269; Basques, 267; cork oak, 272; explorers, 270; Iberian Peninsula, 267; Invincible Armada, 270-271; Madrid, 273-274; Moors' conquest, 268; music, 270; Plaza de Toros and bullfighting, 273-274; Seville, 273; soils and minerals, 271; Velasquez, painter, 274-275; *map*, 268
- Sparta: 72; government of, 79-80; training of youth, 79
- Sphinx (sfīngks), 28-29; *illus.*, 14-15
- Sports, winter. *See* Amusements
- Squire, medieval, 192
- Stadium, ancient, 105, 106
- Steen (stān), painter, *illus.*, 265
- Stockholm (stōk'hōlm), 340
- Stone Ages, life in, 6-8; *illus.*, 7
- Stradivari (strā'dē-vā'rē), 174
- Stratford-on-Avon (ā'vūn), 294
- Strauss (shtrous), musician, 248; "Waltz King," 253-254
- Stuttgart (shttöot'gärt), Germany, 242
- Suez (sōō-ēz') Canal, 328
- Sumerians (sū-mē'rī-ānz), 36
- Sun Yat-sen (sōon' yāt' sēn'), Chinese leader, 389
- Sweden (swē'd'n): 331; Christmas, 347; industries, 335; lumbering, 335-336; youth at work, *illus.*, 337
- Swiss watches, 233
- Switzerland (swīt'zēr-länd): citizens' open-air assembly, *illus.*, 231; Geneva, League of Nations, 235; glaciers, 232; government of, 230; landlocked country, 229; scenery and "Alpine Glow," 231; story of William Tell, 230; summer pastures, *illus.*, 233; a true democracy, 229; watchmaking and woodcarving, 233-234; water power, 232; yodeling, 231-232
- Sydney (sīd'nī), 302-303; harbor, *illus.*, 309
- Syria (sīr'i-ā), 53

## T

- Tagus (tā'gūs) River, 273
- Taj Mahal (tāj mā-hāl'), 319
- Tanganyika (tān'gān-yē'kā), 326
- Tea: China, 390, 404; Japan, 414-415, *illus.*, 415
- Tell, William, 230
- Ten Commandments, 34
- Tenth Legion, Caesar's, 149
- Teutonic (tū-tōn'ik) tribes: 177; known as Franks, 184
- Theaters: Russian, 368; *illus.*, 369. *See* Greek theater
- Thebes (thēbz), 27
- Theodosius (thē'ō-dō'shī-ūs), Emperor, 105
- Thermopylae (thēr-mōp'i-lē), 114
- Thutmosis (thūt-mō'sīs), 28
- Tiber (tī'bēr) River, 122, 125
- Tibet (tī-bēt'), 386

Ticino (tê-chē'nỗ) River, 232  
 Tien Shan (tyûn' shân'), 357  
 Tigris (tigris) River, 48  
 Tigris-Euphrates (û-frâ'têz), 35  
 Tiles, 38; Mexican, 454  
 Tin, early trading in, 53  
 Toga, 133  
 Tolstoy (tôl'stoi), author, 369  
 Toltecs (tôl'têks), 448  
 Tombs, in Egypt, 29-30  
 Tools: boring, 6; cutting, 6; early, 5, *illus.*, 5; handles for, 6-8; polished, 8  
 Toronto (tô-rôn'tô), 437-438  
 Tournaments: Middle Ages, *illus.*, 182-183; plans for, 193-194  
 Tower of London and Tower Bridge, *illus.*, 286-287; guards of, 289  
 Toys: ancient Greece, 103; China, 406; Mexico, 456  
 Trade: ancient Egypt, 26; ancient Greece, 76, 90, *illus.*, 86; Austria after World War I, 251; Bagdad, 44, 45-46; Belgium, 263; Brazil, 464, 468, 469; Cairo, 20; Canada, 440, 441; China, 408, 409; Damascus, 59; German trade fairs, 245; Great Britain, 288; guild system in Europe, 237-238; Holland, 260-261; India, 323-324; Japan, 415-416; Mediterranean Area, 64; Mexico, 458; Phoenicia, 50, 52-53, *illus.*, 51; Portugal, 273; Russia, 367-368; Spain, 271-272  
 Transportation: China, 391-392, 393, *illus.*, 392; early, 9, 12; Egypt, 24, 26; France, 221-222; Greece, early, 72; Phoenician galleys, *illus.*, 51; rivers of Europe and Asia, 61-62; Roman roads, 147-148, *illus.*, 147  
 Trial by jury, 89  
 Tribunes, Roman, 133  
 Trojan (trô'jăn) Horse, 70  
 Troy, 70  
 Tuscany (tüs'kâ-nĩ), 125

## U

Union of South Africa, 326-328  
 Union of Soviet Socialist Republics (USSR), 356  
 Ur (ûr), 36, 37, 38

## V

Valencia (vâ-lên'shĩ-à), 271  
 Valhalla (vâl-hăl'â), 180  
 Van Buren (vân bû'rên), 265  
 Vancouver (vân-kôo'ver), 432  
 Vandals, 164-165, 177, 268; *map*, 163  
 Van Dyck (vân dîk'), painter, 264  
 Velásquez (vâ-läs'kâth), painter, 274-275  
 Venice (vên'is), 171; *illus.*, 171  
 Venus (vê'nüs), 94  
 Verdi (vâr'dê), composer, 174  
 Versailles (vêr'sä'y'), palace, 226  
 Vespucci (vês-pôot'chê), explorer, 174  
 Vesuvius (vê-sû'vĩ-ûs): destroys Pompeii, 145; eruption of, *illus.*, 142-143  
 Vienna (vê-ên'â): gay court life, 252-253; great medical schools, 255-256; important city, 252; modern apartments, 255; musical center, 253-254; once capital of Austria-Hungary, 250; *illus.*, 254, 255  
 Vikings (vĩ'kĩngz), 282, 332; *illus.*, 333  
 Vinci, da (dâ vên'chê), painter, 172-173, *illus.*, 173  
 Vineland (vĩn'lând), 333  
 Virgil (vĩr'jĩl), 124-125  
 Vladimir (vlăd'i-mĩr), 362  
 Vulcan (vũl'kăn), 94

## W

Wagner (văg'nêr), musician and composer, 247-248  
 Water buffalo, 316, *illus.*, 389  
 Waterloo, battle of, 63  
 Watt, James, inventor, 295



Weapons: artillery of early Rome, *illus.*, 127; battering rams, 42; cannon of the Middle Ages, *illus.*, 181; early, 6; of Middle Ages, 192

West Indies: 481-484; Cuba, 482; Havana, 481; Puerto Rico, 484; schools, 483; Spanish rule, 482; Watling Island, 482

Whaling, 343-345; *illus.*, 345

Wheel, development of, 9; *illus.*, 9

William the Conqueror, 283

World Court, 235

Writing: Babylonian cuneiform, 38-40; Chinese, 396-397; Egyptian hieroglyphics, 24-25; Elamite, 39; story of the alphabet, 49-50, 102, *illus.*, 49

## X

Xerxes (zûrk'sēz), 114-115

Xochimilco (hō'chê-mēl'kō), floating gardens, 460, *illus.*, 460

## Y

Yangtze (yäng'tsě'), 385-386, 409

Yellow River, 386

Yodeling (yō'd'l-ĭng), in Switzerland, 231

Yugoslavia (yōō'gō-slă'vī-ă), 379-380

## Z

Zeus (zūs), 94

Ziggurat (zīg'ōō-răt), *illus.*, 36

Zolnay (zöl'nă), sculptor, 376

Zulu (zōō'lōō), 326







## DATE DUE SLIP

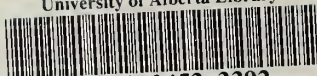
[illegible]

CB 57 M82 1948  
Moore, Clyde B., 1886-  
Building our world,

0258481W CURR

COMPACT STORAGE

University of Alberta Library



0 1620 0453 3392

**A12523**